DOCUMENT RESUME

ED 207 029 CS 006 280

AUTHOR Soll, Lila; McCall, Cecelia
TITLE Basic Skills Programs at the City University of New York: Reading.
INSTITUTION City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE 81
NOTE 156p.; For related documents see CS 206 586-588.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Basic Skills; *College Programs; Counseling Services; Higher Education; Learning Laboratories; *Program Descriptions; *Reading Programs; Reading Skills; *Remedial Programs; *Remedial Reading; School Surveys; Teaching Methods; Tutoring
IDENTIFIERS *City University of New York

ABSTRACT

One of four reports describing the basic skills programs in writing, reading, English as a second language, and mathematics at the City University of New York (CUNY), this volume describes the reading programs--including administrative structure, course structure and content, and faculty--for nine senior colleges and eight community colleges in the CUNY system. Descriptive tests of language skills of the College Board Examination, a questionnaire from the instructional resource center, reading program charts for the senior colleges and the community colleges, and information on resource personnel are appended. (HOD)

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BASIC SKILLS PROGRAMS AT THE CITY UNIVERSITY OF NEW YORK: READING

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Spring 1981

CS006280

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FOREWORD

I am pleased to introduce the second volume of a four-part publication describing the programs in basic skills in writing, reading, English as a second language, and mathematics at the seventeen undergraduate colleges of the City University of New York (CUNY). Each volume describes course sequences and content, curricula, support services, teaching methods and materials, and the impact of the Freshman Skills Assessment Program (FSAP)* on basic skills programs. The present publication updates surveys conducted through CUNY's Instructional Resource Center in 1976, just two years after its founding. The original surveys formed the basis for the book, Teaching Basic Skills in College, published by Jossey-Bass and now in its second printing. Because of program changes since 1976, because of increasing national interest in remediation at the college level, and because of the impact of the Freshman Skills Assessment Program, updating the surveys has been a high priority of the Instructional Resource Center during the last two semesters.

This volume describes the reading programs for students who do not meet CUNY's standard for minimum competency in reading

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*FSAP, mandated by the Board of Higher Education in April 1976 and implemented in Fall 1978, requires that all matriculated students entering CUNY be tested in reading, writing, and mathematics. If students do not meet CUNY standards, they are assigned to appropriate remediation at their colleges; all students must meet CUNY standards prior to entering their junior year.

or higher standards set by the colleges in which they are enrolled.

Work on the present volume began in January 1979 with a letter from Vice Chancellor for Academic Affairs Leonard O. Roellig to the Chief Academic Officers of the seventeen undergraduate colleges asking them to identify those in charge of each of the basic skills programs in reading at their college. I asked Lila Soll and Cecelia McCall, both reading specialists and members of the Department of Compensatory Programs at Baruch College for over a decade, to conduct the surveys of reading programs. They reviewed the Instructional Resource Center 1976-77 reading program surveys and decided on the general categories of information to be gathered. They developed a number of discussion questions (Appendix B) which they sent in advance to each college. Both visited all seventeen colleges in Spring 1980. After their reports were written, I reviewed them and returned them to the person(s) interviewed for verification. These revised reports were then sent to the Chief Academic Officers for their review.

From the beginning, I have been concerned that the reports should be descriptive rather than evaluative. The process by which we gathered the information is important because of the general concern that these reports reflect reality, although we at the Resource Center have been engaged in numerous philosophical debates about the multiplicity of realities which exist. Data

on the programs were self-reported by each college. Despite all attempts to keep the interviewers' subjectivity out of these surveys, certain surveys are more detailed than others. Some of the people whom they interviewed at the campuses gave them more time, more information, and more material than others. This could not but result in some kind of imbalance which could have been rectified only by cutting all information down to the barest minimum. We chose not to do this; therefore, readers who want additional information on a given program may wish to contact the resource persons listed in Appendix E.

Too often teachers labor in their classrooms and departments without information about what colleagues within CUNY are doing to teach students similar to their own. Too often administrators make decisions about programs at their campuses without full information about current practices at other campuses. For these reasons, the Instructional Resource Center will disseminate these surveys widely throughout CUNY with the expectation that they will be useful to all concerned with the improvement of instruction in the basic skills.

I am grateful for the time so generously contributed by those interviewed, as well as all those who reviewed the drafts at the campuses. I am also appreciative of the commitment and thoroughness of the two writers of this survey. Lila Soll saw the manuscript

through its various revisions. Michael Ribaudo, University Coordinator of Testing, contributed valuable insights and suggestions during the preparation of the manuscript. Virginia Slaughter, Marilyn Maiz, and Sylvia Weinberger, all of the Instructional Resource Center, edited the manuscript. Lucy Silva, of CUNY's Word Processing Center, "decoded" our many revisions and patiently and painstakingly prepared the final manuscript for printing. For the inevitable omissions or inaccuracies the responsibility is mine.

Marie Jean Lederman
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Director, Instructional
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INTRODUCTION

Although faculty in the reading programs at The City University of New York generally agree that their major goal is to introduce academically underprepared students to those reading and study skills that will help them compete successfully in the mainstream of their colleges, the reading surveys indicate considerable diversity in the ways that the seventeen colleges approach this task.

Different pedagogical approaches to the teaching of college reading derive from different theoretical models of the reading process as well as the ways in which reading teachers in The City University perceive the needs of their students. The reading programs at the seventeen colleges can be roughly divided into two broad categories which derive from different theoretical bases: one is a skills approach, the other a psycholinguistic approach.

The skills model, which has been accepted for nearly half a century, is based on the theory that a beginning reader learns to match sounds and letters and combines phonics with other word attack skills to decipher words. The reader then proceeds from reading words independently to reading sequences of words or sentences and then to understanding the meaning of a whole passage. Adult learners who have not previously acquired these skills are diagnosed and taught the specific skills they have not mastered. The model hypothesizes three levels of comprehension: literal (main idea and supporting facts), inferential (ideas based on facts but not directly stated), and critical (judgments based on the facts and inferences).

The reading programs that describe a basic skills approach in this report are generally based on this model. These programs emphasize individual diagnosis and teaching of skills in sequential order by utilizing workbooks and drill materials. The materials used for college students differ from materials designed for younger readers; however, they generally follow the word, sentence, and paragraph analysis sequence which leads to comprehension of a passage.

More advanced courses include the application of study skills to content areas. A series of study skills are identified such as note-taking, outlining, summarizing, and preparing for examinations. Such courses might include instruction in special study formulas such as the SQ3R method (surveying, questioning, reading, writing, and reviewing) to facilitate studying from text books.

More recently, psycholinguistic models of reading have influenced the curriculum of reading programs. These models hypothesize that reading is a process in which the reader constructs meaning depending on his or her experiences and level of conceptual development. Proponents believe that successful reading is an active process in which the reader is continually testing his choices against the developing meaning and asking himself if what he is reading makes sense. The proficient reader does not have to identify every word or "cue" but must monitor his choices and correct them when they do not produce meaning. Psycholinguists have studied readers' errors or "miscues" in oral reading and have developed a scheme used to make qualitative judgments about students' reading. This process, known as "miscue analysis," is a diagnostic tool. Another diagnostic tool used to test comprehen-

sion is the "cloze" procedure in which words are deleted from a passage (through a mechanical process such as leaving out every 5th or 10th word) so that the reader has to supply the missing words based on the context of the passage. The cloze procedure can be adapted to curriculum materials in order to focus the reader's attention on the semantic and syntactic components of a passage.

Probably the most significant impact psycholinguistic models of reading have had on reading programs is the focus on background knowledge of readers and the content of reading materials. Curriculum is developed to build on the reader's background knowledge through the utilization of materials from subject matter college courses. The aim is to expand underprepared students' conceptual framework, while simultaneously introducing them to the learning skills necessary to cope with college level work. In addition, some programs integrate writing and reading skills, reflecting the linguists' perception of the interaction between encoding (writing) and decoding (reading).

CUNY's Reading Programs

The size and structure of the remedial reading programs differ from college to college (see Appendices C and D). All CUNY colleges offer reading programs. The proportion of entering freshmen placed in these courses ranges from approximately 25% to 80%. All of the senior colleges except one offer reading programs connected with the college's SEEK program. Five colleges have one

reading program that services the whole school, administered by the chairman of the SEEK department, with a special coordinator for reading. Separate reading programs for SEEK and non-SEEK students exist in three of the senior colleges. Seven of the eight community colleges have a single program servicing the whole school. Six of the eight community colleges have special departments devoted to skills development. In the other two, reading courses are offered in the English Department. Most of the community colleges have a coordinator in charge of reading who reports to the chairperson of the department; in two of the community colleges the chairperson of the special skills department directs the reading program. Special skills departments in both senior and community colleges offer, in addition to reading, programs such as counseling, ESL, and writing.

All colleges have support services which might include tutoring, reading laboratories, and counseling, although the size and structures of these support services vary. SEEK departments at the senior colleges offer tutoring in the basic skills as well as in other academic areas. Most tutoring in reading at the community colleges is offered through the reading lab of the basic skills department. One college has a Saturday tutoring program in reading and mathematics which is funded by a special grant; in addition, a peer-tutoring project is underway at one campus.

All reading programs have a reading lab; however, the use and administration of labs vary considerably. At the senior colleges, attendance in the reading lab is generally voluntary; two of the colleges have a one-hour a week requirement, and another has a ten-

hour a semester requirement. The supervision and functioning of the labs are dependent primarily on the regular teaching staff who are assisted by part-time personnel. Due to budget cutbacks, the lab on one campus is not used by students at all; it has become a reference room for teachers.

At most of the community colleges, assignments in the reading lab have become a mandatory part of the reading course. Most require one hour a week, but one has a two-hour weekly requirement. The procedure is generally for the class to attend the lab as a group with supervision by the staff of the lab; however, at one campus the reading course teacher is also responsible for the lab session. All of the community colleges have full-time lab coordinators who are assisted by various part-time personnel such as CETA, peer tutors, and college assistants.

Counseling takes a variety of forms at the campuses. At many of the senior colleges both counselors and reading instructors are in the SEEK department; one non-SEEK reading program is in the Department of Counseling and Student Life. These structures encourage communication between the reading teachers and the counselors. At one campus students meet with counselors for group sessions for one hour a week; counselors at another school teach a course in college success which meets for two hours a week for one credit. At one community college campus, students must meet with their counselors for one hour a week. At another community college, students see any counselor when the need arises. One college has a group counseling class in which the counselor gives instruction

in study skills. Counseling records are usually maintained only for the College Discovery students.

A significant trend in the reading programs is that many colleges are becoming increasingly dependent on adjunct faculty. Some of the senior colleges have as many as thirteen full-time faculty members, most of whom are tenured; the other senior colleges have as few as four full-time faculty members. The highest number of full-time faculty at any of the community colleges is fourteen; the lowest is two. In both senior and community colleges, of those faculty who are tenured, most hold Certificates of Continuous Employment. The coordination of the programs is generally conducted by a full-time member of the staff who has been given released time, although the amount of time for coordination varies from campus to campus.

While English as a second language (ESL) programs will be described in detail in a subsequent volume in this series, some generalizations about ESL reading courses can be made. ESL reading courses are taught by either reading faculty or ESL faculty. In some colleges, specialized ESL reading courses have been added to reading programs. In other colleges, reading is part of integrated language skills programs created especially for ESL students; in a few colleges, ESL students are in reading classes with non-ESL students. In some colleges, the ESL sequence is required before students enter college reading skills programs; while in others, ESL students take an ESL reading sequence equivalent to the sequence for native-language students.

All the colleges offer more than one reading course for underprepared students; some offer as many as four courses. Most of the courses are sequential, and students enter at different levels in the sequence based on their reading skills. Some schools, however, place all incoming students in the same beginning course and may or may not offer exemptions from the second course. Fewer elective reading courses are offered than at the time of the last reading surveys, except for courses specifically designed to enable students to pass the University-wide reading test (described in Appendix A).

Degree credit for required reading courses varies considerably from campus to campus. Seven senior colleges offer partial credit (from 3 credits for 2 hours to 1 credit for 4 hours). One senior college gives full credit for a 3 hour course; one senior college offers no credit for reading courses. In the community colleges, three offer from .5 credits for 5 hours to 3 credits for 6 hours. Five community colleges offer no credit for required reading courses.

The number of hours spent in a reading class or a combination of reading class plus mandatory lab varies from college to college. In the senior colleges, from 2 class hours (plus 1 hour in the lab) to 6 hours of class instruction are required. In the community colleges, from 3 hours (including a half hour in the lab) to 6 hours (including 2 hours in the lab) are required.

The most typical CUNY reading programs begin with a traditional skills approach, utilizing commercial materials for students

most in need of reading instruction. This is generally followed by a study skills course, utilizing commercially and locally developed college-level materials. Most of the senior colleges describe such programs. However, three of the community colleges report new reading courses with thematic approaches influenced by the psycholinguistic models; three report coordination of reading with writing courses or courses in the health sciences, social sciences, humanities, or the natural sciences. Registration for some writing courses is related to reading placement, although pairing of courses for registration does not necessarily imply an interdisciplinary approach or any structured cooperation among teachers or departments.

It is interesting to note that all of the reading administrators interviewed spoke of the need for and value of interdisciplinary approaches to reading, yet few colleges have been able to sustain these programs beyond an experimental period. Since the time of the last reading surveys, one senior college has reported no change in the interdisciplinary program offered to its students; another college has reported no change in a reading course which is designed to teach study skills in specific subject areas and is offered for co-registration with college courses. One senior college has a newly-designed integrated approach for its SEEK students, while other interdisciplinary programs have been phased out. Two other senior colleges report the demise of interdisciplinary programs, while at the same time a few colleges report that they are in the process of developing interdisciplinary programs.

Evaluating Reading Skills at CUNY

In 1976, the Board of Higher Education (now the Board of Trustees) mandated the Freshman Skills Assessment Program (FSAP). Beginning with the Fall 1978 freshman class, all incoming students have been tested in reading, writing, and mathematics. Students are placed in basic skills courses if they do not meet the minimum competency levels set by CUNY, and students who wish to enter the upper divisions of CUNY must demonstrate minimum competency in all three areas. The Chancellor's Task Force on Reading chose a standardized test to place students upon entry to the University and to assess the reading competency of students prior to their entry to the junior year. This establishment of a level of minimum competency in reading has been the main institutional factor affecting reading programs. At the time of the last surveys, all of the reading programs utilized some standardized measure to place students in reading courses, although the standardized measures as well as the cut-off scores for exemption from remediation differed from college to college. However, only one college reports a change in course structure and curriculum as a result of the testing program.

The CUNY minimum competency level in reading serves as a "floor" for exemption from remedial reading courses; colleges are free to choose a higher standard for exemption from remediation and for determination of proficiency. Therefore, the mandating of a single instrument for identifying students in need of remediation did not have obvious immediate impact on reading programs.

Many reading faculty are concerned, however, about the effect of the use of a standardized test as part of exit criteria from the reading sequence. They feel that they may be pressured to use the test in this way and therefore have to "teach to the test" rather than concentrate on the skills which they believe are needed in college courses. While standardized tests have long been acknowledged as acceptable measuring devices for gross placement of students in reading, there is some question as to their appropriateness as measures of the diverse reading skills necessary to function in college courses. The CUNY reading test is the Reading Comprehension Subtest of the Descriptive Tests of Language Skills (DTLS), published by the College Board (see Appendix A). While there is general dissatisfaction with the use of any standardized test as one of the exit requirements from reading courses, there is little agreement as to the kind of test which should be used.

The lack of agreement on tests to evaluate reading skills reflects the diversity of approaches to the teaching of reading. While most college reading skills programs aim to prepare students for college-level courses, there is no general agreement on the most appropriate methods, materials, or program designs to achieve college-level reading competency. In addition, there is little research to indicate the transfer of study skills taught in college reading courses to subject-matter courses. Most of the research currently conducted on the campuses focuses on designing better tests to measure student mastery of reading course content. These measures are sorely needed to offset the effect of what reading

faculty perceive as the limited nature of standardized testing. However, the college reading profession must also find ways of identifying the most successful teaching models and measuring the transfer of reading skills so that underprepared students can cope successfully with the reading tasks demanded of them in college and in their lives outside of college.

THE READING PROGRAM AT BARUCH COLLEGE

Population

In Fall 1979, approximately one quarter of the incoming freshmen were enrolled in reading courses.

Administrative Structure

All reading courses at Baruch are offered in the Department of Compensatory Programs. SEEK and non-SEEK students are taught in the same classes by members of the reading faculty. The Department of Compensatory Programs includes the SEEK Program and is headed by a chairperson who is also the SEEK Director. The counseling and reading components have separate coordinators who are recommended by the staff and appointed by the Chairperson of the Department.

Course Structure and Content

A team-taught Reading, Writing and Speech Communications Program existed from 1973-1976. From 1976-1978 the reading classes were co-requisites with the lowest level writing courses taught in the English Department. In the fall of 1978, Compensatory Education reading courses were removed as co-requisites with English classes, and a separate reading curriculum was developed

and approved by the college curriculum committee. In the fall of 1977, an additional two semester ESL reading sequence with 4 contact hours each was offered for the first time. A general study lab in reading was changed to a course dealing with test-taking skills.

The present course structure is as follows:

Course	Hours	Credits	Placement Criteria
CED 0017	3	0	0-26 on the DTLS
CED 0018	3	0	completion of CED 0017
CED 0009	3	0	0-26 on DTLS (Form A) 0-27 (Form B) plus completion of CED 0018
ESL Reading*			
CED 0008	4	0	0-26 on DTLS and below 6 on WAT** or 0-23 on DTLS and 6-8 on WAT
CED 0085	4	0	completion of CED 0008

All students whose scores fall below the CUNY cutoff on the DTLS are placed in CED 0017 or CED 0008. Students are expected to take CED 0018 as part of their reading sequence; however, students can be exempt from CED 0018 if they pass the DTLS and do not need CED 0018, according to teacher judgment.

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*The English Department designates students as ESL by their writing samples. Placement is then made by the score on the DTLS and the score on the writing test. For a description of CUNY's ESL programs, see Basic Skills Programs at the City University of New York: English as a Second Language.

**CUNY Writing Assessment Test.

CED 0017 has three components: reading expository writing, reading literature, and writing a research paper; the three components are linked by a common theme.

CED 0018 is organized as an introduction to the social sciences and utilizes a social science textbook, such as Systems of Society, as its major text. The course stresses the development of college study skills such as note-taking and writing essays. Both CED 0017 and CED 0018 are offered for 3 hours and are non-credit bearing.

CED 0009 is for students who have completed the reading sequence but have not as yet passed the DTLS. Test taking skills are emphasized.

CED 0008 and CED 0085 are designed for ESL students. CED 0008 follows the same general outline as CED 0017 but emphasizes reading skills needed by second language students. Upon completion of CED 0008, some students are advised to enter CED 0018 (the reading course for native speakers). Other students are advised to take CED 0085, a continuation of reading for ESL students.

There is currently no departmental final in any reading course; however, the staff has agreed upon a pre- and post-test procedure to begin an evaluation of the effectiveness of the curriculum. One component of this evaluation is a staff-developed

test called The Milgrim Test which has been used experimentally at Baruch since 1975. Data have been collected and are being studied.

Study labs (offered at Baruch since 1969) are reading courses coordinated with introductory courses offered in the academic departments such as sociology, psychology, political science, and public administration. Students are placed in study labs by teacher and counselor recommendation as well as by self referral. For example, ten students in an introductory sociology course might be taking the sociology study lab in addition. The study labs meet 2 hours a week for no credit.

Entrance and Exit Criteria

The CUNY cutoff on the DTLS determines placement in the reading courses. Students may retake the DTLS after completing CED 0017 or CED 0008. All students must retake the exam at the end of CED 0018. Students who are exempt from CED 0018 must have passed the DTLS at the end of CED 0017. If a student passes all the course work in CED 0018, but does not pass the DTLS, the student is advised to take CED 0009. All reading courses are graded pass or fail.

Support Services

Counseling. Counselors are in the same department as reading teachers, and one counselor is attached to each CED 0017 reading class. Students with excessive absences or poor work are reported by the teacher to the Coordinator of Reading who notifies the counselor.

Reading Laboratory. The Baruch Reading-Writing Workshop functions as a place where students can get practical help in all college subjects related to reading and writing. Financial cutbacks and loss of CETA personnel limited the functioning of the lab in the 1979-80 term. The lab is presently staffed by three CETA employees. Some students from a peer tutoring project tutor in the Reading-Writing Workshop.

Tutoring. While there are no specific tutors assigned to the reading program, peer tutoring began in the spring of 1980 under a Title III grant, jointly sponsored by the Education and Compensatory Programs Departments. Tutors are trained in an education course for which they receive 3 credits for 3 hours of classwork. As part of the course, they are required to tutor at least 3 hours a week. Some of these tutors work in the Reading-Writing Workshop and some work in the Math Lab.

Summer Program. SEEK Central funded a summer program in 1979 and in 1980 for pre-college SEEK students needing remediation in math or reading.

Faculty

The reading staff consists of twelve full-time reading teachers. Eleven hold Certificates of Continuous Employment. Adjuncts are hired as necessary. Four courses, meeting 3 hours each, are the normal teaching load. Reading teachers have agreed to meet their students for an additional 6 hours a week. As of Fall 1980, the Coordinator of the Reading Program has assumed the duties of the tutorial coordination and has a full time administrative assignment.

Response to the DTLS

The curriculum of the basic reading sequence (CED 0017 - CED 0018) has not changed as a result of the DTLS; however, the CED 0009 course has been redesigned to emphasize test-taking skills. The staff had two basic reactions to the test: one group saw it as having little relationship to reading skills needed in college; another group believed that it tests some measure of student competency, although a limited one. The short paragraphs were seen as limitations by some members of the staff, and they felt that the timed aspect of the test makes the test an inaccurate measurement instrument for ESL students.

THE READING PROGRAM AT BROOKLYN COLLEGE

Population

According to 1980 figures, approximately 40% of entering freshmen were placed in reading courses.

Administrative Structure

All of the developmental reading courses offered at Brooklyn College are coordinated by the Department of Educational Services. The Chairperson of this department is also the Chairperson of the SEEK Program. Among the programs coordinated by this department which offer reading courses are the Developmental Education Program (DEP), the Academic Prep Program, and the ESL Program. In addition to these basic skills programs, the Department of Educational Services houses reading courses not tied to a specific program. It also administers a counseling program.

THE DEVELOPMENTAL EDUCATIONAL PROGRAM

Since 1977, the time of the last survey, significant changes have taken place in the reading program of Brooklyn College. At the time of this survey, the Pilot Program and the New School of Liberal Arts (NSLA) were being phased out. As of Fall 1980, the reading components of the Pilot Program and the NSLA ceased to exist.

The Developmental Education Program, created in September 1978, provides intensive and integrated instruction in the basic skills of reading, writing, and oral communication. It is designed to serve the needs of academically underprepared freshmen, primarily SEEK students, so that they may successfully compete in the mainstream of the college.

The DEP course structure is as follows:

Course	Hours	Credits	Placement Criteria
DES 1.3 (SEEK)	6	1	0-32 on the DTLS
DES 1.4 (SEEK)	6	1*	completion of DES 1.3

*Two credits are awarded for the sequence only after the completion of DES 1.4. Students begin with DES 1.3 and progress to DES 1.4; they cannot be exempted from DES 1.3.

The DEP program is composed of 250 students organized into three teams--X,Y, and Z--of approximately 80 students each. Each team has a particular elective course--Classics in Team X, Sociology in Team Y, and Psychology in Team Z-- and reading, writing, and oral communication courses. To permit flexibility of instruction, the reading and writing faculty are paired with each other and the classes in these subjects are scheduled back-to-back. The duration of the program is two semesters, at the end of which students receive a total of 9 credits if they have satisfactorily completed all course and program requirements.

The reading courses in the DEP Program have three major goals: to prepare students to fulfill the Brooklyn College minimum reading

requirement, i.e., to achieve a passing score of 33 on the DTLS; to prepare students to read college level material in an analytical and critical way and to communicate their understanding of this material orally and in writing; and to develop in students a habit of reading for personal enrichment.

One of the activities important to the faculty teaching in the DEP is the monitoring of student progress, which is achieved by the periodic use of progress tests every six weeks. These progress tests have been created by the reading faculty and cover units of instruction which have been taught in the previous five weeks. Each progress test has two parts: an objective part and a subjective part. The objective part consists of a series of short passages and multiple-choice questions, and its purpose is to help students prepare for the DTLS. The subjective part consists of longer texts with a variety of questions, each requiring students to write in their own words. This task reflects the assumption shared by the reading faculty that reading and writing are reciprocal processes and that comprehension must be externalized in one's own writing.

Each student's paper on the subjective part of the test is scored by two readers, using a score key worked out by the faculty. In all of the students' responses, grammar and sentence structure are evaluated. In addition to the periodic administration of progress tests, a common diagnostic and final examination is given to all students in the program.

The reading selections used in the reading courses are sequenced from narration to exposition, reflecting the faculty's belief that students need to move gradually from easier to more difficult material. Thus, the first course in the reading sequence, DES 1.3, begins with narration as a mode of discourse. The students learn how to summarize texts in this mode as well as how to analyze particular features of these texts. They then move gradually to expository texts and focus on such strategies as stating an author's main point, providing the supporting evidence, and outlining and summarizing these texts. DES 1.4 is a continuation of DES 1.3 and emphasizes expository texts. In addition to reinforcing the concepts of topic and main point, specific kinds of paragraph development are studied, such as definition, cause-effect, and comparison-contrast. In DES 1.4, there is a close connection between the reading course and the particular elective course the students are taking.

THE ESL READING PROGRAM*

Reading courses for English-as-a-second-language students, along with writing and reading courses, are part of the Department of Educational Service's ESL Program. Students are initially placed into the Program on the basis of the CUNY Writing Assessment Test. Their reading scores are then examined and they are placed into the four-level sequence as follows:

*For a description of CUNY's ESL programs, see Basic Skills Programs at the City University of New York: English as a Second Language.

Course	Hours	Credits	Placement Criteria
DES 0.2 (low beginners)	5	0	0-15 on the DTLS
DES 0.2 (high beginners)	5	0	16-20 on the DTLS
DES 1.3	6	1	21-32 on the DTLS
DES 1.4	6	1*	completion of DES 1.3

*Two credits are awarded for the sequence only after the completion of DES 1.4.

The emphasis in DES 0.2, the non-credit workshop, is on decoding, sentence and paragraph comprehension, listening comprehension, and selected study skills. It is anticipated that by the end of DES 0.2, students will be ready for the credit-bearing reading course, DES 1.3.

The topics in the syllabi for the ESL reading sequence, DES 1.3 and 1.4, are similar to those taught in the DEP Program. Particular attention is paid to the language interference problems of the ESL students. Such topics as the use of prepositions in English plus general content vocabulary, the sound/spelling correspondences particular to English, and the unique features of English word order are given special focus in the ESL reading class.

Materials which have been adapted for ESL students as well as commercial materials published especially for ESL students are used by the faculty in teaching reading. There is also a coordinated use of textbooks by the faculty. In addition, the ESL

faculty conducts special practice sessions of the CUNY test throughout the term, using tests developed by the ESL reading staff. To date, four such practice tests have been developed. The reading faculty is also in the process of constructing departmental tests for each reading course.

THE ACADEMIC PREP PROGRAM

The Academic Prep Program is a newly created program at the college and began its operation in September, 1980. The purpose of the program is to provide an integrated approach to basic skills instruction with Latin as the focal point. It is thought that the use of Latin will help students to understand the structures of the English language better, to increase English vocabulary through a knowledge of Latin roots, and to improve students' reading and writing abilities.

The course sequence is as follows:

Course	Hours	Credits	Placement Criteria
Reading 1	3	0	0-26 on the DTLS.
Reading 2	3	0	27-32 on the DTLS

The reading courses, Reading 1 and Reading 2, are part of a basic communications core of reading, writing, and speaking. The content of Reading 1 and Reading 2 is similar in many ways to that of DES 1.3 and DES 1.4, except that because of the fewer class hours, not all of the topics can be covered as intensively as in the latter. However, as part of their reading instruction,

students spend one hour in the reading laboratory where they work on individually assigned tasks. These tasks are coordinated with the topics covered in the reading class.

The main differences between the credit DES courses and the non-credit Reading 1 and Reading 2 courses are in the number of hours the classes meet, the level of intensity of instruction, the connection to a basic skills program, and the use of college-level content. In spite of the differences, the concepts taught in each course are similar.

INDEPENDENT READING WORKSHOPS

A number of students at Brooklyn College who are not part of a special basic skills program but who nevertheless have failed the DTLS are required to enroll in Reading 1 and/or Reading 2.

The course sequence is as follows:

Course	Hours	Credits	Placement Criteria
Reading 1	3	0	0-26 on the DTLS
Reading 2	3	0	27-32 on the DTLS

The purpose of these courses is twofold: to help students to prepare for the DTLS retest and to help them upgrade their reading skills so that they may perform successfully on college reading tasks. In Reading 1, students begin with the narrative and focus

on reading tasks using this mode. They then progress to expository texts and consider such topics as the main point, supporting points, and summary writing. In Reading 2, there is a continuation of an emphasis on the concepts taught in Reading 1 and practice in using these concepts on more difficult texts. Practice with short passages and multiple-choice items is continued throughout both courses.

Entrance and Exit Criteria

The DTLS is administered to all students entering Brooklyn College and is used as the placement criterion for all reading courses. Students who have scored below 33 on the DTLS and below 8 on the CUNY Writing Assessment Test are placed in reading courses in one of the special basic skills programs of the college. In general, students who fail only the DTLS are placed in a reading course (Reading 1 or 2) not part of a special basic skills program. Once a student is placed in a reading course, he or she is given the Iowa Silent Reading Test to determine the accuracy of the original placement by the DTLS.

With respect to exit criteria, the DTLS is used as part of the evaluation process. Other measures are the following: a departmental final exam in reading--one administered at the end of DES 1.3 and Reading 1, and another administered at the completion of Reading 2 and DES 1.4; an alternate form of the Iowa test; and teacher judgment. Students who have completed Reading

2 and DES 1.4 take a retest of the DTLS at the end of the course. Those who do not pass the test, i.e., do not attain a score of 33, but who score 30 and above are advised but not required to take another reading course. These students are assigned individual work in the reading laboratory to prepare them to pass the test. Those who score below 30 are required to take another reading course.

Support Services

The Reading Laboratory. The reading laboratory consists of two rooms which contain carrels, reading machines, cassette players, and diverse instructional materials for individualized instruction. Some instructors spend part of their class time in the reading lab with their students; students also use the lab on an individual basis. A lab curriculum has been developed which is coordinated with the concepts taught in the reading courses.

The reading component of the ESL Program has its own reading resource room. Every ESL student in the reading classes spends one of his or her class hours in the lab.

Counseling. Counseling services are provided by the Department of Educational Services for SEEK students. Students in the DEP Program have a group counseling class once a week for two semesters. A group counseling curriculum has been developed by

the counseling component of the DEP Program to help students adjust to the academic, social, and financial requirements of college life.

Tutoring. Tutors hired by the Department of Educational Services are available for SEEK students who are having academic difficulty.

Faculty

Thirteen full-time teachers and eight adjuncts make up the reading instructional component of the Department of Educational Services. There are eight full-time people and one adjunct in the DEP Program; one full-time person and two adjuncts in the Academic Prep Program; four full-time people and eight adjuncts in the ESL Program; five adjuncts in the independent reading program. Of the thirteen full-time teachers, two are lecturers with CCE's, and eleven are untenured; of these, six are assistant professors, and five are instructors. The reading faculty teaches only developmental reading courses.

Response to the DTLS

In general, the reading faculty were dissatisfied with the DTLS as a measure of reading ability, The Coordinator of Reading expressed a concern that the DTLS evaluates reading ability too narrowly, particularly in its use of multiple-choice items. She

noted that students need to be more active in the reading process and that they need to be evaluated on a variety of responses through their written work. This active kind of comprehension, she felt, is more in keeping with the actual reading tasks required in college. The Coordinator also thought that the DTLS had questionable validity as a measure of instructional effectiveness since its nature and format are significantly different from much of what is taught in Brooklyn's reading classes. Further, she believed that the time alloted for the test is too short and that the "out-of-context" nature of the short reading passages may pose an extra burden on students who do not have sufficient exposure to written discourse.

THE READING PROGRAM AT THE CITY COLLEGE

Population

In Fall 1979, approximately half of the entering freshman class were placed in reading courses; 30% in College Skills 1 and 20% in College Skills 2.

Administrative Structure

The reading program is in the SEEK Program which is chaired by an associate dean who is also the Chairman of the Department of Special Programs. There is a coordinator and an associate coordinator of the reading program.

Course Structure and Content

Since the time of the last survey in 1976, there has been only one significant change in the reading program. All reading courses now meet for 4 hours a week instead of 3 hours. The present course sequence is as follows:

Course	Hours	Credits	Placement Criteria
College Skills 1.0 (for non-Seek students)	4	1	0-26 on the DTLS
College Skills 1.8 (for SEEK students)	4	1	0-26 on the DTLS
College Skills 2.0	4	2	27-32 + high school average below 85; 33-34 + high school average below 79.9

The first course is College Skills 1.0 for non-SEEK students and College Skills 1.8 for SEEK students. It meets 4 hours a week for 1 credit. The grades offered are P, F, and R. The course includes such skills as vocabulary development; sentence and paragraph analysis; interpretation and critical reading; study skills of outlining, summarizing, note-taking; listening and following directions; and information-gathering skills including library techniques.

College Skills 2 is the second course for students who need more than a one-semester course and the first course for those with less severe reading problems. It meets 4 hours a week for 2 credits and the grades are the letter grades A, B, C, D, F, and R. This course deals with the skills needed to take lecture notes, to do research, to read college texts and other assigned readings, to prepare for and take exams, to participate in discussions, and to develop vocabulary and flexibility in reading rate. All of the skills are taught using content which is related to regular college disciplines, so that the student can become familiar with the features of each discipline. College Skills 2 enrolls both SEEK and non-SEEK students in its classes. As yet, there is no departmental final for the courses, but according to the Coordinator, one is in preparation.

It is the belief of many members of the staff that skills should not be taught in isolation but rather integrated with other academic courses: an integrated skills approach has, therefore,

been developed. It is the intention of the Department of Special Programs to expand the integrated skills offerings.

Non-SEEK students at the lowest level are enrolled in College Skills sections that are coordinated with decelerated* core courses. SEEK students at the College Skills 1.8 level are in coordinated programs that include English, speech, freshman orientation, and a social science survey course (SSS 1.8) which introduces the general concepts of sociology, economics, psychology, and political science. The subject matter of SSS 1.8 is used to teach the skills in College Skills 1.8 with a common text. Four lectures are included. There are special integrated skills programs for engineering students (MAPES) and nursing students (SNAP). While students receive separate grades for each component of the integrated skills curriculum, students usually fail all or pass all components.

Placement and Exit Criteria

The DTLS is used for placing students in the reading courses. Standardized tests as well as teacher-made performance tests are used to diagnose, place, or exempt students.

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* one-semester courses taught in two semesters.

Reading in ESL*

There is one reading course, ESL 2.1 (3 hours, 1 credit), in the College's English as a Second Language Program. The ESL Program integrates basic language skills courses in a three-level sequence with the reading course offered in the second level. Placement into the program is based on a combination of Writing Assessment Test, DTLS, and Aural Comprehension Test results.

ESL 2.1 emphasizes vocabulary development and reading comprehension as well as test taking skills to prepare for the DTLS. Students who complete ESL Reading and have as not yet met the City College proficiency level on the DTLS will proceed to the College Skills courses. Faculty members felt that one of the major drawbacks of the DTLS for the ESL students is the time limit.

Support Services

Reading Laboratory. The reading laboratory is one of three labs available to students. The other two offer general subject tutoring and writing. Each has a coordinator who reports to the Director of Tutoring. The Reading Lab Coordinator is assisted by graduate and undergraduate tutors. The lab gives support to students in College Skills 1.0 and 1.8, who are referred to the

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*For a description of CUNY's ESL programs, see Basic Skills Programs at the City University of New York: English as a Second Language.

lab by College Skills instructors. They receive periodic reports from the lab coordinator on the performance of their students. The lab emphasizes paragraph analysis, listening skills, sentence analysis, vocabulary development, library and research skills.

Summer Program. A summer program is offered for incoming students when money is available.

Counseling. Counselors are assigned to the SEEK students in the College Skills 1.8 course in the integrated skills curriculum. A counselor teaches the freshman orientation course within that core.

Faculty

There are sixteen full-time reading faculty members, fourteen of whom are tenured. Three faculty members regularly teach in the ESL program. In the fall, adjunct lecturers are appointed to maintain workable class size.

Response to the DTLS

Most of the reading faculty did not feel that the DTLS is an appropriate indicator of college-level ability. Staff members felt that it is too simple and that it tests ability to take a test rather than actual reading ability. Several members of the faculty preferred the California Achievement Test because they thought that it is more challenging, tested more skills, and that it is broader in scope. Some believed that the DTLS does not measure what is taught in City's reading courses.

THE READING PROGRAM AT HUNTER COLLEGE

Hunter College offers reading courses in both their English and SEEK Departments. For the purpose of this report, each will be treated separately.

THE DEPARTMENT OF ENGLISH READING PROGRAM

Population

Approximately 30% of the entering non-SEEK freshmen are assigned to reading courses in the English Department.

Administrative Structure

The reading program in the Department of English has a coordinator who reports to the Coordinator of the Developmental English Program (DEP). The DEP Coordinator, who reports to the Chairman of the English Department, is also responsible for the writing courses for native language and ESL students.

Course Structure and Content

The English Department reading program has been in existence since 1971. At that time, there was one integrated reading/writing course; in 1972 a larger reading program was developed for all non-SEEK students.

The English Department now offers two reading skills courses:

Course	Hours	Credits	Placement Criteria
ENGL 001	3 (2 class + 1 lab)	3	0-23 on Form A of DTLS 0-24 on Form B
ENGL 002	3 (2 class + 1 lab)	3	24-28 on Form A of DTLS 25-30 on Form B

The curriculum for ENGL 001 is a compendium of materials and ideas of reading specialists, theorists in the field of language acquisition, and experienced staff of the department. Among the areas covered are phonics, especially for the non-native speaker of English; vocabulary in context as well as structural analysis skills; development of good study habits with emphasis on prompt completion of and evaluation of assignments; critical reading skills (main idea, details, inferences); previewing using SQ3R; and test taking skills. Textbooks are chosen by the department for the courses.

A sixteen-component course outline has been developed and is used throughout the term. It begins and ends with testing; it contains a sequential group of lessons emphasizing critical reading skills which each instructor follows to ensure that the prescribed topics are covered.

The testing component includes a variety of instruments including global tests, diganostic tests, attitudinal and self-

perception measurements, a study-skills inventory and a reading-skills inventory. An oral test and a test of sentence structure and comprehension are being considered.

The curriculum of ENGL 002 consists of a prescribed sequence of thirty lessons designed to cover the major objectives of the course: main ideas, details, thought patterns, inferences, note-taking techniques, previewing and overviewing techniques. Early lessons use short paragraphs, but by the tenth lesson instructors are expected to use chapter-length essays. Lecture-discussion and student activities are the dominant methods of instruction, and teachers are encouraged to vary class techniques.

Entrance and Exit Criteria

The DTLS is used for placement into and exit from reading courses. The college requires a higher score for exemption from reading classes than the CUNY cutoff. An appeals procedure is in effect for students who pass the course requirements of ENGL 001 but do not obtain the requisite score on the DTLS. McGraw-Hill's Comprehensive Test of Basic Skills (CTBS) is administered, and if the student obtains the appropriate score, he can pass into ENGL 002. However, a student in ENGL 002 must reach the CUNY minimum competency criterion before an appeal will be considered; otherwise, he must repeat the course.

In the fall of 1980, one section of ENGL 002 was taught with an emphasis on content as well as skills, utilizing a theme, Readings about Language, as the focus of the course.

Support Services

Reading Laboratory. There is a Reading Laboratory, a large well-equipped room, under the direction of a full-time laboratory supervisor on an administrative line. The administrator is assisted by work-study students.

The lab is considered an important aspect of the program since one class hour of ENGL 001 and ENGL 002 is conducted in the lab. At that time, the course instructor is present but self-instructional materials are used.

Summer Program. Regular program courses are offered for students who have to repeat reading courses.

Faculty. Four full-time faculty members (including the coordinator) teach in the program. The coordinator is given one-course released time and has a 9-hour schedule. Other faculty teach from 12 through 15 hours. In addition, eight or nine adjuncts teach in the program.

THE SEEK READING PROGRAM

Population

Approximately 60% of the SEEK students who enter Hunter College are assigned to reading classes.

Administrative Structure

The SEEK Program is under the supervision of the Chairman of the Department of Academic Skills who reports to the Dean of the Division of Education. An educational director supervises the curricula: reading, mathematics, and science. Reading and writing have separate coordinators, while mathematics and science are coordinated by one person.

Course Structure and Content

Since its inception at Hunter College, the SEEK Program has been offering reading courses. However, with the recent changes mandated by the SEEK Academic Plan, there have been some changes in the reading program.

The SEEK reading program emphasizes a skills approach and consists of three courses:

Courses	Hours	Credits	Placement Criteria
ACSK 050	3	3	0-16 on Form A
ACSK 051*	3	3	17-23 on Form A 17-24 on Form B
ACSK 052*	3	3	24-28 on Form A 25-30 on Form B

ACSK 050 focuses on vocabulary expansion, basic comprehension skills, study techniques, syllabication, and the development of a frame of reference necessary for reading comprehension.

ACSK 051 focuses on vocabulary expansion, development of comprehension, study skills, fluency, test-taking skills, and the continued expansion of a frame of reference necessary for the comprehension of college materials.

ACSK 052 focuses on the development of comprehension skills, vocabulary expansion, study skills, fluency, and improvement of reading rate.

A paired Reading-Writing course is offered for ESL students whose reading level indicates that they would benefit from such a course. All other ESL SEEK students are integrated in regular classes.

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* These SEEK reading courses parallel the English Department's reading courses.

Some sample textbooks used in the Fall 1980 and Spring 1981 semesters are:

H. F. Morris, EDL Word Clues Books J, K, and L.

L. E. Flemming, Reading for Results.

Wiener/Bazerman, Reading Skills Handbook.

D. Rubin, Reading and Learning Power.

American Map Co. Color Print World Atlas.

Gillman et al. 88 and 100 Passages

W. Pauk, Six Way Passages.

Essays, novels, and short stories are used according to instructors' preferences.

Entrance and Exit Criteria

Placement is determined by Hunter's cut-off score on the DTLS as indicated above.

Exit criteria from courses are two-fold. Hunter's reading proficiency must be met, and students must complete the course requirements with no less than a "C" average. A student may receive an "R" grade which indicates that more coursework is required.

An appeal procedure is in effect for students who satisfy course requirements with an "A" grade average but tested below Hunter's requirement, but satisfied CUNY's requirements.

An incomplete grade is given to students who satisfy course requirement with a "B" grade average but have not not satisfied Hunter-CUNY reading proficiency. These students attend an eight week reading workshop.

Support Services

Counseling. SEEK students are also programmed for a course entitled Orientation for Success which meets 2 hours a week for 1 credit.

Reading Laboratory. The Reading Laboratory is administered by a lab coordinator who is assisted by tutors. Time in the lab is used for the reinforcement of skills learned in the classroom and the learning of test-taking techniques and practices. All students are scheduled to attend lab 1 hour a week.

Summer Program. A summer program is offered to all pre-freshmen who score 24-28 on Form A or 25-30 on Form B on the DTLS. After the summer session, those who obtain the appropriate score on the DTLS will progress to the next course. The summer session lasts for six weeks, with four seventy-five minute reading classes per week.

Faculty

The SEEK reading staff has seven full-time faculty members and hires adjuncts according to need.

Response to the DTLS

According to the Coordinator of the English Department reading courses, the cutoff on the DTLS represents a lower standard than that previously used, resulting in fewer students in the program. The Coordinator did not feel that this is necessarily a disadvantage, since placement in a remedial course can lead to lowering a student's self-esteem and that such placement should be avoided unless the student is truly in need of the course.

According to the SEEK Coordinator, the DTLS does not test what is actually taught in their courses, and movement on the DTLS alone is an inadequate measurement.

THE READING PROGRAM AT JOHN JAY COLLEGE

There are two reading programs at John Jay College: a Communication Skills Program for non-SEEK students and a SEEK Reading Program. Each will be described separately.

THE COMMUNICATION SKILLS PROGRAM

Population

Approximately half of all non-SEEK freshmen are placed in a reading or study skills course in the Communication Skills Program.

Administrative Structure

The Communication Skills Program is part of the Department of Counseling and Student Life. The program is administered by a director who reports to the Dean of Students, the Chairman of the Department.

Course Structure and Content

Since the time of the last reading report in 1977, the basic non-SEEK reading courses have stayed the same. There are two courses for the non-SEEK student:

Course	Hours	Credits	Placement Criteria
Communication Skills 101	3 (+10 lab hrs/semester)	1	9.2 grade level or lower on the Nelson-Denny
Techniques of College Learning 110	3	3	9.3 - 12.5 grade level on the Nelson-Denny

Communication Skills 101 is a 1-credit, 3-hour course that meets for two 75-minute sessions each week. Students who receive a passing grade in this course are required to enroll in the Communication Skills 110 course the following semester; those who do not receive a passing grade are required to repeat the course and pass it.

A syllabus, available in the program office, gives a rationale for the course, general objectives, specific objectives, and a detailed course outline. The detailed instructional guide was prepared to assure that a high standard of instruction would be maintained in sections taught by adjunct faculty. Full-time instructors make adjustments in the outline when planning instruction for specific groups of students.

The course has as its goals improving reading comprehension, increasing vocabulary, and providing students with the basic organizational skills needed to prepare them for Techniques of College Learning 110. No single text is recommended for the teaching of this course.

Techniques of College Learning 110 is a 3-credit, 3-hour course which meets for two 75-minute sessions each week. Students who receive passing grades in this course satisfactorily complete their reading and study skills requirement; those who do not receive a passing grade must repeat the course and pass it.

The syllabus for this course is available in the program office, and instructors select a combination of available texts. Instruction is conceptualized as being in three general areas: skills needed to master course content including textbook reading, note-taking techniques, and the use of the SQ3R study formulas; skills needed for taking tests, including strategies for taking essay and objective tests; and skills needed for doing library research, including all the skills neeeded for researching a major term paper or other project.

Entrance and Exit Criteria

The DTLS is not used for entrance or exit criteria for reading courses in the Communication Skills Program. Students who score at the 9.2 grade level or lower on the Nelson-Denny Reading Test are placed in Communication Skills 101, and those who score from 9.3-12.5 are placed in Communication Skills 110. To exit from Communication Skills 101, students must score 9.3 or better on the Nelson-Denny.

Support Services

Counseling. Non-SEEK students are serviced by counselors in the Department of Counseling and Student Life. Because of its placement within that department, the Communication Skills Program is able to maintain direct lines of communication with the college counseling staff.

Reading Laboratory. The laboratory is used to supplement instruction in both Communication Skills 101 and Communication Skills 110. Students in Communication Skills 101 are required to attend the lab for 10 hours per semester. The laboratory is stocked with materials and equipment to provide students with help in comprehension, vocabulary, and study skills. Students in the Communication Skills 110 course are encouraged, but not required, to make use of the facilities of the reading laboratory to improve vocabulary, reading rate, comprehension, or any other reading or study skills they wish to improve. It is also used to service other students of the college community who are in need of assistance in reading: students who have passed the DTLS, but who are having difficulty in other college courses; students who are in need of remedial reading instruction but who have been unable to register for Communication Skills courses; and students who have been sent to the laboratory by members of the faculty or counseling staff.

Summer Program. This past summer, John Jay College's Communication Skills Program offered a voluntary six week workshop for students enrolled at the college who had not passed the DTLS.

Faculty

The reading faculty in the Department of Counseling and Student Life consists of a director who teaches 6 hours, one assistant professor, one instructor, four adjunct lecturers, and one lab technician.

Response to the DTLS

There was no positive or negative reaction to the DTLS because it is not used for entrance or exit criteria. The Director indicated that presently the college gives the department minimal feedback on the DTLS, especially with reference to post-testing. The Director of the program perceives that reading has achieved status in the college curriculum at John Jay College as a result of the CUNY-wide test.

THE SEEK READING PROGRAM

Population

Approximately three quarters of the incoming SEEK freshmen are required to take reading courses.

Administrative Structure

The SEEK Reading Program is supervised by the SEEK Director; one reading teacher is given one course released time to coordinate the SEEK Reading Program. The SEEK Program is administered as a department; the Director reports to the President of the College. English, speech, and math are also taught in the SEEK Department.

Course Structure and Content

Since the time of the last reading report in 1977, the basic reading courses have stayed the same. The reading sequence is as follows:

Course	Hours	Credits	Placement Criteria
Communication Skills 101	3 (1.5 in seminar 1.5 in lab)	1	9.5 grade level or below on the Nelson-Denny
Communication Skills 102	3 (1.5 in seminar 1.5 in lab)	1	9.6-10.8 grade level on the Nelson-Denny
Communication Skills 103	3 (1.5 in seminar)	1	11.0-12.5 grade level on the Nelson-Denny

The courses are offered on three levels. It is possible for students to be exempted from Communication Skills 102 or 103 based on teacher judgment and test scores; exemptions, however, are rare.

Each teacher develops his own syllabus and exams, but objectives for the courses are agreed upon by the group. The emphasis in Communication Skills 101 is on word attack skills, vocabulary

development, learning meaning from context, main ideas, and paragraph meaning.

In Communication Skills 102, critical reading skills are stressed. The essay form is explored, with attention drawn to inference and techniques of persuasion. Study skills such as outlining, note taking, and summarizing are practiced along with continued vocabulary development. The Communication Skills 103 course explores different types of exposition and styles of writing. Content area materials are utilized. Lectures by different professors in content disciplines are being sought for future use in the course. A major aim of the Communication Skills 103 course is to develop students' thought processes. A set of audio visual tapes developed by Reading Lab Incorporated* is used for this purpose. Speed reading in the content areas as well as research skills are introduced. A locally developed diagnostic test is being used for diagnosis--Lorell Jackson Burton/DIFRS (Diagnostic Inventory of Fundamental Reading Skills). Reading and writing are not formally coordinated in the SEEK Program although they are both under the same chairperson. However, the teachers' course outlines and goals recognize the relationship of both skills.

* Reading Lab Incorporated produces audio-visual material. It is located at 55 Day Street in South Norwalk, Connecticut.

Entrance and Exit Criteria

The DTLS is not used for entrance or exit criteria for reading courses in the SEEK Program, although DTLS scores are available to teachers. Tests and retests are administered by the college; teachers do not know their students' retest scores unless they request them.

The Nelson-Denny Test is used for entrance and exit criteria for SEEK reading courses. The exit criteria consist of teacher judgment and grade level equivalent scores of 11.0 in Communication Skills 102 and 12.5 in Communication Skills 103. The post-test of the Nelson-Denny is given in class.

Support Services

Counseling. SEEK students have close contact with counselors within the SEEK Department. A form is used by faculty to report excessive absences to the SEEK counselors.

Reading Laboratory. A reading lab exists but does not have a special staff. Individual teachers of the Communication Skills 101 course spend one of the two weekly class hours in the lab utilizing the available materials.

Tutoring. Tutoring is available for SEEK students in content areas and reading.

Summer Program. Writing and reading were team taught in the SEEK Summer Program to a group of the lowest-scoring incoming students. A counselor was assigned to each team.

Faculty

The SEEK Department reading faculty consists of one full professor with tenure, one assistant professor with tenure and one lecturer with a CCE. In the spring of 1980 the department hired one adjunct. The assistant professor has one period of released time to coordinate the program.

Response to the DTLS

There was no positive or negative reaction to the DTLS in the SEEK Department because the DTLS is not used for entrance or exit criteria. The Nelson-Denny Test is preferred because a skills analysis of factual and interpretive questions is available. In addition, the teachers can see the actual answer sheet, and they feel more comfortable using a grade equivalent. A generalized attitude that the DTLS was an imperfect tool was expressed.

THE READING PROGRAM AT LEHMAN COLLEGE

Population

Approximately half of the entering freshman class of Lehman College require reading remediation. The Department of Academic Skills/SEEK provides reading instruction for all students in the college who require remediation with the exception of students in the Bilingual Program.

Administrative Structure

The Department of Academic Skills (ACS) consists of reading, ESL, and writing components each headed by a coordinator responsible to the Chairman of the Department, who also serves as the SEEK Director. There are financial aid counselors, general counselors, tutors, and a fiscal officer all of whom deal exclusively with SEEK Program activities.

Course Structure and Content

Since the time of the last survey in 1976, one course, ACS 008, has been added experimentally to the reading program. The college is now considering ways of linking instruction in reading to content instruction. The course sequence is as follows:

Course	Hours	Credits	Placement Criteria
ACS 008 Basic Reading	3	0	0-17 on DTLS (Form A)
ACS 010 College Reading & Study Skills I	3	2	18-23 on the DTLS (Form A)
ACS 011 College Reading & Study Skills II	3	2	24-26 on the DTLS (Form A)

The ACS 008 course is experimental, introduced because a large number of students were repeating ACS 010 and seemed to need more basic instruction than that offered in ACS 010. The course focuses on the basic reading comprehension skills and the development of vocabulary needed to understand the reading materials assigned in college subjects.

The syllabus of ACS 010 emphasizes analytic and evaluative reading and study skills related to college courses. In ACS 011, the role of reading and study skills in the content areas is stressed. In addition, all courses provide instruction in vocabulary, comprehension and test-taking techniques as preparation for the DTLS.

No text is prescribed, as such, for each course; the teachers choose their own books and diagnostic tools. There is a curriculum for each course which guides the selection of books and materials used. Some sample texts used in the program are as follows:

ACS 008

Miller and Steeber. Reading for Understanding Book I.

ACS 010

Conlin, Mary Lou. Concepts of Comprehension.

Davis, Nancy. Basic Vocabulary Skills.

Maxwell, Norman. Successful Reading.

Miller and Steeber. Reading for Understanding Book II.

Shepherd, James. College Reading Skills.

Smith, Elliot. Contemporary Vocabulary.

ACS 011

Cash, Phyllis. How to Write a Research Paper.

Coyle, William. Research Papers.

Davis, Nancy. Basic Vocabulary Skills.

Maxwell, Norman. Successful Reading.

Smith, Elliot. Contemporary Vocabulary.

Wishart and Reichman. Modern Sociological Issues.

The Academic Skills faculty at Lehman emphasize the importance of college study skills for underprepared students. These skills complement a program of reading instruction relevant to college course work and include use of college-level materials to help develop students' ability to do successful work in academic courses.

Entrance and Exit Criteria

Scores on the DTLS are the placement criteria for the reading courses. As of September 1980 passing the DTLS became part of the exit criteria from the reading sequence. In addition, the faculty

is developing a placement/diagnostic college skills test called the Lehman College Academic Skills Test (LCAST). The department final examinations for ACS 008, ACS 010 and ACS 011 are designed to articulate with parts of the LCAST. These examinations measure student growth in skills areas not tested by the DTLS.

Support Services

Counseling. The SEEK counseling and ACS reading component offices are located in the same building, an arrangement which facilitates teacher-counselor communication. Each student is assigned to a counselor; SEEK students are assigned to SEEK counselors. Tutoring is provided by the college and by the SEEK Program.

Reading Laboratory. A reading lab period is attached to each reading class; currently, lab attendance is voluntary. Each teacher supervises the lab 1 hour for every course he or she teaches. The administration and supervision of the lab is the responsibility of the reading faculty. In Fall 1981, the lab hour will become an integral part of the course; student attendance will be required.

Summer Program. During the summer of 1980, SEEK at Lehman College instituted a six week Pre-Freshman Summer Program for a self-selected group of September 1980 freshmen. The purpose of this summer training was to provide a general orientation to the college itself, to help students improve their reading and writing

skills, and most importantly, to enable them to understand what strategies they need in order to be effective as college students.

To do this, a team teaching approach was developed among the counseling, reading, and writing components of the Department of Academic Skills at Lehman. With very clearly articulated goals for personal development set up by the counseling component, the reading and writing faculty developed a curriculum using college-level materials from literature, sociology, and psychology to articulate these goals. Throughout the six weeks all members of the staff were involved in the planning, the development of methodologies, and the evaluation of the entire program.

Faculty

Seven full-time lecturers (all with Certificates of Continuous Employment) teach in the Lehman reading program. Two members of the Department of Elementary Education with a background in reading were also assigned to teach reading classes in the fall semester.

ESL*

Lehman has 2 ESL sequences, one in the Department of Academic Skills and the other in the Bilingual Program of the Department of

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*For a description of CUNY's ESL programs, see Basic Skills Programs at the City University of New York: English as a Second Language.

Puerto Rican Studies. The program in Academic Skills consists of 4 semi-intensive courses in which reading, writing, speaking, and listening are taught together by the same instructor in the same course. Students are placed in the ESL Program on the basis of their Writing Assessment Test essay. At the lowest level, the greatest emphasis is on oral/aural skills. The advanced course focuses primarily on reading and writing. In the two intermediate courses, all four language skills receive equal attention. Basic skills are taught at every level. Upon completion of this ESL sequence, those students who have not yet passed the DTLS must take ACS 010. Upon the recommendation of the ESL faculty, a student may take ACS 010 prior to completion of the ESL sequence.

The Lehman College Academic Skills Test is being used experimentally in the ESL program primarily to determine its reliability for non-native speakers of English.

In the Bilingual Program, reading is taught as a separate course in the sequence of courses. Students must enroll in two English courses per semester, one of which focuses on reading, the other on writing.

Response to the DTLS

The major concern of the Lehman teachers was that the DTLS does not test the reading and study skills needed for success in

college. They felt that the scores of a standardized test do not indicate how a student will perform in a college reading situation which requires sustained comprehension of a literal, interpretive, and analytical nature in serious, lengthy texts of expository prose.

THE READING PROGRAM AT QUEENS COLLEGE

There are three reading programs at Queens College: the Basic Skills Program in Reading, the SEEK Reading Program and the College English as a Second Language (CESL) Reading Program. Each of these programs will be described in turn.

BASIC SKILLS PROGRAM IN READING

Population

Approximately 10% of the non-SEEK, native English-speaking freshman class is enrolled in the Basic Skills Reading Program.

Administrative Structure

The College Reading Program is one part of the Basic Skills Program, and it is supervised by the Director of the Academic Skills and Resource Center, who is a member of the Department of Secondary Education. Among the other components of the Center are a Writing Skills Workshop supervised by a coordinator who is a member of the English Department, a Mathematics Laboratory supervised by a member of the Mathematics Department, a college-wide general tutoring program, and a reading laboratory supervised by the Director of the Academic Skills and Resource Center who also supervises the administration of the Freshman Skills Assessment Program (FSAP) to all entering students.

There is no formal department structure for the Basic Skills Program. Personnel of faculty rank are based in other departments. The Director of the Academic Resource Center reports to the Assistant Vice-President for Academic Affairs.

Course Structure and Content

Since 1977, the time of the last reading survey, there have been several changes in the Basic Skills Program. Students are no longer block-programmed for a team-taught coordinated reading/writing course combined with a course in contemporary civilization. Most reading courses are now taught by adjuncts and are separate from writing courses. One full-time member of the English Department teaches the combined reading/writing course ENG 01R. Another program, The Queens English Project, initiated in 1979 under a FIPSE grant, is a joint effort of the Basic Skills Department and five Queens high schools, which are feeder schools to Queens College. It is designed to improve the basic skills preparation of college-bound students.

The following two courses are offered in the Basic Skills Program in Reading:

Course	Hours	Credits	Placement Criteria
SPST 95	3	2	0-30 on the DTLS
ENG 01R*	5	5	15-27 on the DTLS + a score of 5-8 on the WAT**

* Combined reading and writing course which can be elected by students scoring in the 15-27 range.

** CUNY Writing Assessment Test

Students in SPST 95 are required to read varied materials which introduce and reinforce skills enabling them to: summarize; identify fact, opinion, and inference; recognize humor; differentiate between literal and figurative expression; develop strategies for studying. An attempt is made to maintain the class size at 20 for both courses.

A major goal of the Basic Skills Program is to prepare students for college reading. The program's faculty expects students to be able to read materials in the three areas of social science, science, and the humanities. Therefore, there is an emphasis on the use of larger reading selections; reading and writing skills are integrated.

Entrance and Exit Criteria

Scores on the DTLS are used for both entrance and exit criteria in the reading courses of the Basic Skills Program. Students scoring between 0 and 30 on the test are placed in SPST 95; students with scores between 15 and 17 plus scores between 5 and 8 on the WAT may elect to take ENG 01R. A score of 28 is the exit criterion for SPST 95 while ENG 01R uses the same score along with a score of 8 on the WAT.

Support Services

Counseling. The only counselor who had been assigned to the program was retrenched; therefore, there is at present no counseling component.

Reading Laboratory. The Reading Laboratory is operated by the Basic Skills Program for students in reading courses, as well as for any students in the college who want to take advantage of it. Students in a 3 hour reading course must spend one of those hours in the lab. It is supervised by the Reading Coordinator who has trained the staff of the lab. The staff consists of one 9-hour adjunct, two CETA assistants, and twenty undergraduate tutors.

Summer Program. One section of the regular course was offered during the Summer 1979 session.

Faculty

There is no full-time staff of the program other than the Reading Coordinator. The courses are now taught either by adjuncts who have been trained by the Coordinator, or a teacher from the English Department who is responsible for ENG 01R.

THE SEEK READING PROGRAM

Population

Approximately seventy-five percent of the entering SEEK freshmen in the fall of 1979 were placed in SEEK reading courses.

Administrative Structure

The SEEK Program is in the Social Sciences Division of the college. Reading instructors report to the Assistant Director of the SEEK Program. The Director of the SEEK Program is the Chairperson of the Department of Special Programs and reports directly to the president of the college.

Course Structure and Content

Prior to 1978, when the SEEK Academic Plan went into effect, reading skills were integrated into the SEEK sequence of college-level courses. Since 1978, the SEEK Program has consisted only of reading courses, a counseling program, and a remedial math course. The course sequence is as follows:

Course	Hours	Credits	Placement Criteria
R01	3 (incl. lab)	1	0-19 on the DTLS
R1	3 (incl. lab)	1	20-26 on the DTLS
R2	3 (incl. lab)	2	27-29 on the DTLS

In R01 and R1 emphasis is placed upon word-attack skills of phonetic and structural analysis. At the developmental level, R2, there is vocabulary development related to content courses. Reading strategies are taught which develop literal and inferential comprehension along with study skills.

Entrance and Exit Criteria

Scores on the DTLS are used for placement into the courses. While a student is expected to re-take the DTLS once he has completed reading, that test is not used as part of the exit criteria from a course. The Iowa Silent Reading Test is used as a measure of progress along with other course requirements. There is no departmental final.

Support Services

Counseling. Each student is assigned a counselor who monitors his progress. The reading teacher must submit a written progress report to the counselor twice a term.

Reading Laboratory. There is a 1 hour per week laboratory requirement which is conducted by the regular course teacher; there is no laboratory staff. Diagnostic tests are used to identify the individual skills deficiencies which can be addressed in the lab setting.

Summer Program. There is an intensive six-week pre-college program which includes reading, writing, mathematics, and counseling. For the continuing and entering student, there is a three-week course to prepare for retaking the DTLS.

Faculty

At the present time there are two full-time instructors and two adjuncts teaching all SEEK reading courses. This has necessitated an average class size of twenty students.

CESL READING PROGRAM*

Population

Approximately 25% of the entering freshman class are in the College English as a Second Language (CESL) Reading Program.

Administrative Structure

The Director of the College English as a Second Language (CESL) Program reports to the Dean of General Studies and Continuing Education. The program services both matriculated and non-matriculated students.

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*For a description of CUNY's ESL programs, see Basic Skills Programs at the City University: English as a Second Language.

Course Structure and Content

A new ESL reading course structure which began in the fall of 1980 is as follows:*

Course	Hours	Credits	Placement Criteria
CESL R22 (co-requisite of CESL Writing 20 or 21 if required)	4	1	0-28 (Non-matriculated students take in-house English Qualifying Exam)
CESL R31, R32 or R33	4	2	Students take section of English Qualifying Exam and receive below C- in CESL R22.

CESL R22 is a course designed to improve reading ability, which includes reading comprehension, summarizing; identifying fact, opinion, and inference. Reading materials include short stories, essays, and poetry. In the coterminus writing courses, CESL 20 and CESL 21, the students learn composition skills, in addition to vocabulary growth and grammatical structures. The next course, CESL 30 (a writing course) may be taken in conjunction with one of three reading courses: Reading in the Sciences, CESL R31; Reading in the Social Sciences, CESL R32; or Reading in the Humanities, CESL R33. CESL R31 uses selections drawn from such sources as basic college science texts, Scientific American, and The Smithsonian Magazine. CESL R32 concentrates on primary and

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* Prior to the fall of 1980, the English For the Foreign Born Program and the Intensive Program existed for ESL students.

secondary source materials. CESL R33 uses material drawn from a wide range of sources including drama, literature, art, music and linguistics.

Entrance and Exit Criteria

An in-house English qualifying exam is used as the entrance criterion for non-matriculated CESL students. A proposal submitted to the Academic Senate to use the CUNY Writing Test and DTLS for placement of CESL non-matriculated and matriculated students has passed and will be instituted in Fall 1981. Exit criteria from CESL R22 consist of the following competencies: ability to correctly use the literary terminology introduced in the course; mastery of vocabulary; writing of a coherent essay. The exit criteria for CESL R31, R32, and R33 consist of the following competencies: the writing of a coherent research paper; and the passing of a final exam.

Support Services

Counseling. Counselors are available to CESL students, but there is no specific requirement that students see these counselors on a regular basis.

Reading Laboratory. Students who need additional assistance in reading may be sent to the Reading Lab upon the recommendation of their reading teachers.

Summer Program. One section of the CESL 30 course was offered during the Summer 1979 session.

Faculty

Four full-time teachers and two adjuncts teach the first level CESL course; ten adjuncts teach the second level course; seven adjuncts teach the third level.

Response to the DTLS

The Coordinator of the Basic Skills program emphasized logistical problems of turn-around time in getting the results of the DTLS for late registering students. She felt, too, that the test placement instrument does not give enough information about the student. Members of the SEEK faculty preferred the Iowa test as a more adequate placement tool for their courses; they felt that a high score on the DTLS does not indicate ability to pass college-level courses.

The ESL Coordinator expressed the following reservations about the DTLS and WAT: the scoring system doesn't differentiate the levels of ESL; essays have to be re-read for that purpose. ESL designees have to be retested with the Queens College English Qualifying Exam. Further, foreign students should have more time for tests.

THE READING PROGRAM AT THE COLLEGE OF STATEN ISLAND

Population

Approximately 20 to 25% of each entering freshman class are placed in remedial reading courses.

Administrative Structure

Since 1971, all language skills remediation has been under the aegis of the English Department. Each member of the department teaches remedial as well as regular courses. The remedial component of the department consists of reading, writing, and ESL courses and a Skills Center. The Coordinator of Remediation reports to the Chairman of the English Department. There is also an ESL coordinator, a coordinator of remedial reading, a coordinator who supervises the Skills Center, and a freshman writing coordinator. The Coordinator of Remediation chairs a Basic Skills Committee composed of all the coordinators.

Course Structure and Content

Since the time of the last reading survey in 1977, there have been no significant changes in the reading program. The present two-semester reading sequence for native speakers is as follows:

Course	Hours	Credits	Placement Criteria
Reading 002	4	2	0-21 on the DTLS
Reading 004	4	2	22-26 on the DTLS or 0-21 but do not require decoding (based on interview).

Reading 002, accommodates fifteen students per class, and is devoted exclusively to decoding taught by the Caleb Gattegno "Words in Color" technique. Reading 004 is primarily a course in comprehension. Each section of Reading 004 accommodates twenty-five students. The Reading 004 student is one whom the staff views as a student who must become an active participant in the reading process.

The Coordinator of Remediation feels that it is important to be aware of the learner and the process that he is going through while reading. More important than technique is the development of a questioning attitude, the ability to visualize, and the ability to concentrate on tasks at hand. A crucial aspect of the program is the assignment of full-time staff to both remedial and regular courses.

The staff is considering changing the Reading 004 course to a multi-level one based upon student needs. Also, a course is being considered in college level reading and examination skills.

Entrance and Exit Criteria

The DTLS is used for placement; in addition, any student who scores 21 or below is interviewed by a staff member. During the interview, he is given an informal oral reading inventory with a comprehension check. If he passes the oral examination he is placed in Reading 004. If not, he is placed in Reading 002. Therefore, Reading 004 consists of two groups: those who score at 21 and below on the DTLS but do not require instruction in decoding, and those whose scores fall between 22 and 26. Although the DTLS is administered to students in the reading courses at the end of each term, it is not part of the criteria for exiting from a course, nor is there a departmental final. Exit criteria include class attendance and participation as well as demonstrated progress. Upon the recommendation of his instructor, a student can be required to retake either course or do additional work in the skills center. As of Fall 1980, the DTLS is required for all undergraduate degrees in the college, both associate and bachelors.

Support Services

Skills Center. There is a Skills Center used by students who have not made satisfactory progress in a course, who have not passed the DTLS, or who may be making up an (I) Incomplete grade. At the end of the term, instructors of such students record suggestions on a final report and write a prescription of activities to be supervised by the staff of the Skills Center for the next

term. According to the administrators of the department, the Center needs more staff to operate optimally. Presently, several members of the regular department staff are assigned to the Center as part of their schedules.

Counseling. The counseling component is part of the Office of Student Services and is under the direction of the Assistant Dean of Students. The College Discovery students have separate counselors from the other students.

Faculty

All reading faculty are in the English Department and teach regular courses as well as remedial courses. There are two full-time members who were trained as reading specialists. Prior to the FSAP, reading courses were not a requirement but were taken on a voluntary basis. However, since 1978, reading courses have become mandatory for students who do not pass the test. There has been a resultant expansion of sections, and the department relies on adjuncts to cover most of the sections.

Workshop meetings are held for the exchange of ideas, and notebooks of reading materials are maintained for teacher use and reference.

Reading in ESL*

The ESL program has been in existence for eight years. In the Fall 1979 term, there were 300 students in the ESL reading classes. There is a program coordinator who supervises seven full-time teachers and additional adjuncts. The program is housed in the English Department.

As of Spring 1980, there were two courses viewed as parallel courses to 002 and 004. ESL 009 was equivalent to Reading 002 and concentrated on decoding by the Gattegno method. It met for 4 hours with 2 credits. ESL 0010 also met for 4 hours with 2 credits and, like Reading 004, emphasized comprehension of short passages. ESL students were expected to take both courses.

Course	Hours	Credits	Placement Criteria
ESL 009	4	2	Sample of WAT plus interview
ESL 0010	4	2	Completion of 009

Students were placed on the basis of the writing portion of the FSAP as well as an interview. Passing the course was based on teacher judgment, and a student could be asked to repeat 009. The DTLS was re-administered to those who completed ESL 0010. Students who failed the test could either work in the Skills

*For a description of CUNY's ESL programs, see Basic Skills Programs at the City University of New York: English as a Second Language.

Center or "sit-in" the course for a second term. Even though communication skills courses were housed within a single department, there was no joint integrated reading/writing course. Additional ESL courses are planned for Spring 1980, pending final approval by the appropriate college bodies.

Response to the DTLS

The staff of the English Department felt that the DTLS was adequate to use for placement but not useful as a final examination. They preferred to use teacher judgment and an appeals procedure as exit criteria from the courses. They also felt that the best solution to the problem of testing was to have CUNY design a testing instrument of its own.

THE READING PROGRAM AT YORK COLLEGE

Population

Approximately 80% of the Fall 1979 freshman class were placed in the reading classes offered by the Department of Academic Development.

Administrative Structure

The Reading Development Program is housed in the Department of Academic Development and supervised by the Chairperson/SEEK Director. The department also includes the counseling faculty and administration of the SEEK Program. A Coordinator of Reading has major responsibilities for the operational administration of the Reading Development Program. Initial placement testing is coordinated by the Freshman Skills Assessment Program (FSAP) Campus Coordinator and administered by the Division for Student Development. The Department of Academic Development also offers reading courses for ESL students (see p. 69).

Course Structure and Content

Since the time of the last survey in 1977, the reading program has remained the same. York College offers the following two courses:

Course	Hours	Credits	Placement Criteria
Development of Reading 100	4	1	0-26 on the DTLS (Form A)
Development of Reading 101	4	1	27-33 on the DTLS (Form A)

Most students go through the two-course sequence, although it is possible for a student to be exempted from Development of Reading 101 if he or she reaches the minimum competency level on the DTLS and is judged by the teacher not to be in need of this course.

Development of Reading 100 is designed to "increase the reading efficiency of the student, enabling him to be successful in the intensive reading-learning environment of college." Emphasis in the course is on vocabulary development, literal and interpretive comprehension, and study skills. Vocabulary development includes affixes, roots, and the use of contextual clues. Comprehension emphasizes recognizing factual information, main idea, and inferences.

Development of Reading 101 is designed to "further the student's ability to read critically and to evaluate what he has read. The strengthening of vocabulary and comprehension skills will also be continued. Attention will be given to flexibility of rate of reading required of the college student." In addition to vocabulary skills, emphasis is placed on critical reading for effective comprehension. By the end of the term, students are

expected to do the following: to recognize the author's purpose, mood, and intent; to determine accuracy, relevancy, validity, authenticity, and reliability; to evaluate the author's attitudes; to recognize propaganda, bias, and prejudice; to distinguish fact from opinion; to recognize unsubstantiated claims.

Average class size in the program is 25. There is no departmental final or prescribed list of books; however, the general learning approach is skills oriented, and most of the teachers use similar kinds of texts. Some of the texts used in Development of Reading 100 are:

Brand, Patterns in Vocabulary Growth

Fleming, Reading for Results

Milan, Modern College Reading

Hookinsen, Worldly Wise, Book 7

Gedamke & Kropp, Reading as Thinking

In Development of Reading 101 some of the books used are:

Altic, Preface to Critical Reading

Austin, College Reading Skills

Farber & Levy, Patterns of Meaning

Jacobus, Improving College Reading

Special sections of speech, math, English, and reading are provided for SEEK students who place at the 100 level in reading, mathematics, and writing. These students are block-programmed into the sections and assigned a SEEK counselor. No specific

coordinating of the courses is required; however, the counselor calls the faculty team together to discuss student progress. Students are required to attend a writing lab as part of this program. The staff reports that research financed by a FIPSE grant indicates less attrition of students in the block program and some improvement of specific writing skills.

Entrance and Exit Criteria

The DTLS is utilized by York for placement in reading courses. Students with scores of 33 or below are placed in the program. This decision was based on a correlation with the reading section of the Cooperative English Test (COOP), the previous test used. The score of 28 on the DTLS is part of the exit criteria from Development of Reading 101. It is possible for students to pass Development of Reading 100 and Development of Reading 101 even if they do not score 28 on the DTLS, as long as they have met teachers' criteria for passing the courses. Such students are provided with tutoring and laboratory support supervised by the instructor from the previous semester. The DTLS is administered in class, once each semester.

Support Services

Counseling. SEEK counselors are in the Department of Academic Development, as are the reading teachers, and they are readily available for consultation. In the block program, the counselors

are responsible for coordinating the communication between the teachers. Counseling is available for non-SEEK students in the Division for Student Development.

Reading Lab and Tutoring. Financial cutbacks eliminated the regular functioning of the Reading Lab, although the room and materials are still available to teachers. Tutoring is available in reading and other areas for students in the SEEK program through the efforts of the Coordinator of Tutoring. Non-SEEK students may receive tutoring from Special Services administered by the Office of Continuing Education. A staff member on an administrative line coordinates other SEEK tutoring in a variety of subjects.

Summer Program. Regular reading courses are offered in the summer for all continuing and incoming students. Full-time faculty teach these courses.

Faculty

There are six full-time staff members. Three have doctorates and are at the assistant professorial level. Five adjuncts currently augment the staff. The teaching load is 12 contact hours; the Reading Coordinator teaches a full twelve-hour schedule. Class size has increased.

Reaction to DTLS

The Coordinator of the department did not feel that the program had been affected by the DTLS.

ESL Reading*

The following experimental reading courses are offered for ESL students in the Department of Academic Development:

Course	Hours	Credits	Placement Criteria
Reading 100 ESL	4	1	Writing sample of WAT and departmental exam of Foreign Language Dept.
Reading 101 ESL	4	1	Pass ESL 100.

Students are placed in ESL reading courses by the coordinator of the ESL program. The coordinator is a member of the Foreign Languages Department. The ESL students taking reading are also enrolled in a fifteen-hour communications course (Communications 111 is coordinated with ESL 100, and Communications 112 is coordinated with ESL 101). Most of these ESL students will enter the regular reading sequence when they complete the ESL reading sequence, unless they pass the DTLS and are recommended for exemption by their teacher.

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*For a description of CUNY's ESL programs, see Basic Skills Programs at the City University of New York: English as a Second Language.

THE READING PROGRAM AT THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Population

In the fall of 1979, approximately 55% of the incoming freshmen were placed in reading courses.

Administrative Structure

The reading program is directed by a coordinator who reports to the Chairperson of the Department of Developmental Skills. The college's ESL Program is also part of that department. The Chairperson of Developmental Skills, responsible to the Dean of Faculty of the college, is assisted by a deputy chairperson.

Course Structure and Content

Since the time of the last reading report in 1976, there have been no changes in the reading program. The course sequence is as follows:

Course	Hours	Credits	Placement Criteria
Reading 061	6*	0	0-16 on the DTLS (Form A)
Reading 062	6*	0	17-22 on the DTLS (Form A)
Reading 073	6*	3	23-26 on the DTLS (Form A)

*Includes 3 hours in the Reading Laboratory.

Reading 061 and Reading 062 are skills oriented courses which emphasize vocabulary, comprehension, analysis, and test-taking skills. Students in Reading 061 and Reading 062 are restricted at registration from taking courses involving difficult reading, such as most science and social science courses. Students enrolled in Reading 073 are not restricted in this way. Reading faculty conduct registration for reading courses so that students are appropriately placed and programmed.

Reading 073, the advanced course in the sequence, includes more emphasis on inferential and critical reading skills, as well as study skills. Some sections of Reading 073 are coordinated with English 090, (Intensive Writing), or with courses in the health sciences or social sciences. Students are assigned to these sections when they reach the Reading 073 level and are registered in the appropriate related course. Reading 073 may also be taken as an elective by students who are not required to take a reading course as a result of their scores on the DTLS.

The grading system consists of S (Satisfactory) and R (Repeat) grades for Reading 061 and Reading 062, neither of which carries credit. Reading 073 carries 3 credits, and students receive a letter grade, of A, B, C, or D; rather than an F, an R grade is given to those students in Reading 073 who fail to meet the exit criteria.

A curriculum committee of the department recommends books, objectives, and guidelines for each course. The reading component has a department-approved syllabus for each of its courses which instructors may use as a model for their own curriculum.

The department is considering the addition of an advanced course for 1 credit which would follow Reading 073.

Entrance and Exit Criteria

The CUNY cutoff of 27 on Form A of the DTLS is used for placement into the sequence and, 28 on Form B of the DTLS is utilized as exit criteria from the reading sequence. The Department of Developmental Skills determines internal cutoff and assignment to classes.

Support Services

Counseling. Counselors are members of the Student Life Department and visit reading classes at least once a semester. A system of counseling referral and follow-up ensures a close working relationship between the two staffs.

Reading Laboratory. The Borough of Manhattan Community College Reading Laboratory accommodates three or four classes at a time. Students have individual folders, and are required to

attend 3 hours per week as part of the 6 hours the class meets. Assignments are made and checked by the classroom teacher. The laboratory is supervised by a lab coordinator, who is a college laboratory technician, and one teacher. They are assisted by a CETA worker; student aids, when available, assist in distribution of materials. The Evening School Coordinator is a reading specialist. The lab contains a variety of materials and reading hardware such as controlled readers.

Tutoring. Tutoring is available in a building located 20 blocks from the college. A free bus transports the students between the buildings. A weekend tutoring program at the college is also available offering tutoring in reading as well as other subjects; this is funded by a special grant. Referral is either by student request or teacher advisement.

Summer Program. Reading 073 is the only course offered in the summer, and only enrolled students in the college are eligible to take the course.

Faculty

The reading faculty consists of thirteen full-time teachers, five full professors, two associates, three assistants, and three lecturers. Adjuncts are used as needed. Half of the full-time faculty members usually teach one adjunct class in addition to their regular four-class teaching schedules. Faculty teach 12

hours of classes and 3 hours of laboratory per week. They also maintain 3 office hours per week. Orientation of new and adjunct faculty is conducted by the Coordinator.

Response to the DTLS

The DTLS has not changed curriculum or course offerings at the Borough of Manhattan Community College. Many in the department did not feel the test adequately discriminates among students for internal placement; previously the college used the Stanford TASK Test. Some staff members thought that the DTLS is easier than the previous placement test or that the CUNY cut-off point is too low, and that a number of students who should be in remediation are not. (The number of students assigned to reading courses has declined since the DTLS was adopted.) Teachers use the Stanford Series of Diagnostic Tests or the Stanford TASK Test as a diagnostic tool and as a check on the DTLS placement. A special committee, Testing and Grading, advises on testing policy.

THE READING PROGRAM AT BRONX COMMUNITY COLLEGE

Population

In Fall 1979, approximately 80% of incoming freshmen were placed in reading courses.

Administrative Structure

The reading program is part of the Department of Special Educational Services, which also administers the ESL Program and paraprofessional programs. The Deputy Chairperson of the department is the Coordinator of the Reading Program, and there is also an ESL coordinator.

Course Structure and Content

The basic reading courses have remained the same since the reading survey in 1976. The course sequence is as follows:

Course	Hours	Credits	Placement Criteria
RDL 01	5	0	0 - 21 on the DTLS
RDL 02	5	0	22-31 on the DTLS
RDL 11	2	2	elective

RDL 01 and RDL 02 are offered without credit. An advanced course, RDL 11, (elective) is offered for 2 credits. The non-

credit courses, RDL 01 and 02, meet for 5 hours a week. The maximum class size is 26.

In RDL 01 the emphasis is on basic skills; RDL 02 focuses on study skills. Objectives for the courses are printed and distributed to students at the beginning of each term.

Techniques of group process and peer interaction are encouraged. Over the years, the program has evolved from one devoted primarily to the development of skills to one which includes analysis of non-fiction reading selections. To insure flexibility, teachers choose their own material; the typical class has an assigned skills book, a book of non-fiction selections, and a word attack skills book.

RDL 11, College Reading and Study Skills, is offered for 2 credits. Students who have completed the RDL 01-02 sequence or who have been exempted from the remedial reading sequence are eligible for this course. Speed reading is taught along with other advanced reading skills.

Entrance and Exit Criteria

Students are placed in the reading courses on the basis of the DTLS. Students scoring below 22 are placed in RDL 01. Those scoring from 22 to 31 are placed in RDL 02.

Previously, the Nelson-Denny Test was used and grade levels were extrapolated. Students with scores below the 8.6 grade level equivalent were placed in RDL 01; those scoring between the 8.6 and 10.6 grade level equivalent went into RDL 02. The two-level structure follows a general ability grouping.

The exit criteria are based on a locally developed mastery test, which is administered as a departmental final. An old form of the test is being developed as a diagnostic tool. The test includes basic comprehension questions, application of word attack skills, outlining and summarizing. Although the DTLS is part of the exit criteria, the mastery test must be passed in each course. The DTLS is administered each semester to all students in the RDL 01-02 sequence.

Letter grades of A, B, C, D, F and R (repeat) are given in the courses. The R grade indicates considerable student progress, but a continued need for the course.

Faculty

Four full-time teachers and fourteen adjuncts made up the reading component in the Spring 1980 semester. The Reading Coordinator is one of the full-time members of the department and teaches two courses. The other full-time staff members teach three or four courses each, the adjuncts one or two courses. Two full-time

faculty members are on leave. Full-time faculty positions have been reduced in recent years.

In-service workshops are offered for faculty development. The Reading Coordinator conducts an orientation for adjunct faculty.

ESL Reading*

ESL students enter the reading program after fulfilling the ESL requirements, which take approximately a year.

Support Services

Reading teachers make extensive use of the counseling services of the Department of Student Development. A workshop attached to the department offers individualized tutoring for remedial reading and ESL students. The workshop is staffed by two adjunct faculty members and a college assistant.

Response to the DTLS

The very short selections, the lack of a separate vocabulary component, and the lack of a grade equivalent were the reservations

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*For full descriptions of reading courses for ESL students see Basic Skills Programs at the City University of New York: English as a Second Language.

expressed about the DTLS. Although another test was not specifically recommended, it was emphasized that the DTLS encompasses the weaknesses of standardized reading tests. The reading teachers were concerned that CUNY's mandate of the test would cause administrators unfamiliar with the limitations of such a test to give it undue weight. They feared that the administrators would expect the test to give more information than any test can. The reading faculty strongly urged that the Central Office issue professional guidelines to the colleges indicating the limitations of the test. The college has not altered curriculum or course structure, only the placement instrument, as a result of the DTLS.

THE READING PROGRAM AT MEDGAR EVERS COLLEGE

Population

Approximately 85% of the incoming freshmen at Medgar Evers are placed in reading courses.

Administrative Structure

Reading courses are taught in the Division of Special Programs and in the English Department of the Humanities Division. In addition, combined reading-writing courses are offered to students in the ESL/ESD (English as a Second Language/English as a Standard Dialect) Program in the Division of Teacher Education.

The reading courses in Special Programs are administered by the Coordinator of Instruction. In the English Department the Coordinator administers basic and developmental reading and writing courses, as well as College English I and II. The Deputy Chairman of the Division of Teacher Education supervises reading for ESL and ESD students. The three coordinators are part of a college-wide Basic Skills Committee, which includes the Academic Dean and a member of the Mathematics Department. This committee meets regularly to suggest policy and coordinate the basic skills courses.

Course Structure and Content

Since the time of the 1977 report, there have been several changes in the reading program at Medgar Evers. Students are no longer placed in courses on the basis of the Stanford Test of Academic Skills (TASK). There are now two reading courses in the English Department and two in the Division of Special Programs. Formerly, four reading courses were offered in the English Department, and a core course including reading, writing, and counseling was offered by the SEEK Program.

The course structure is as follows:

Course	Hours	Credits	Placement Criteria
ENGR 003	3 (plus 1.5 hrs. lab)	0	0-22 on DTLS
ENGR 004	3 (plus 1.5 hrs. lab)	2	23-26 or below on DTLS
ENG 014 (for Paraprofessionals)	3 (plus 1.5 hrs. lab)	2	0-26 on DTLS
ENG 010*	3 (plus 1.5 hrs. lab)	0	0-26 on DTLS
SP/Reading 003	3 (plus 1.5 hrs. lab)	0	0-22 on DTLS
SP/Reading 004	3 (plus 1.5 hrs. lab)	2	23-26 on DTLS

*For transfer students only.

Although there is no departmental final or prescribed list of texts, the two departments have the same catalog description and the same list of behavioral objectives and entrance and exit criteria.

The first-level reading courses (ENGR 003 and SP/Reading 003) emphasize vocabulary development, comprehension of materials at the literal level, introduction to critical evaluation, and study habits. In the lab, students work individually or in small groups of two to five on reading skills in their particular problem areas.

The second-level reading courses (ENGR 004 and SP/Reading 004) provide a review of ENGR and SP/Reading 003 reading skills. Emphasis is placed on application of reading skills in the content areas, critical reading, understanding specialized vocabulary, and flexibility of reading rate. In the lab, students are given assignments which reinforce skills introduced in the classroom.

The Special Programs Division and the Humanities Division offer an elective course in advanced reading skills listed as SP/HUM 101-001 (Critique of Curriculum Literature), 3 hours for 3 credits. The course description indicates emphasis on increasing reading speed, analyzing varied kinds of reading, and approaching literary criticism through guided readings. The Humanities Division has developed a special course for paraprofessionals who

major in education (ENG 014), and one for nurses who enter with advanced standing (ENG 010).

The following two-semester sequence of courses comprise the ESL and ESD Programs, administered by the Division of Teacher Education.*

Course	Hours	Credits	Placement Criteria
ESL 003 Language Arts I	6 (incl. 2 lab)	0	2-3 on WAT 0-15 on DTLS
ESL 004 Language Arts II	6 (incl. 2 lab)	4	16-27 on DTLS
ESD 003 Language Arts I	6 (incl. 2 lab)	0	2-3 on WAT 0-15 on DTLS
ESD 004 Language Arts II	6 (incl. 2 lab)	4	16-27 on DTLS

The ESL 003 course integrates reading, writing, listening, and speaking in a language arts framework. The course is taught by one faculty member. Class meets for 6 hours a week with 2 of those hours spent in the lab where students are assigned peer tutors.

ESL 004 also meets for 6 hours a week with 2 hours in the lab. Four credits are awarded for this course. Students work on listening, speaking, reading, and writing skills.

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*For a description of CUNY's ESL programs, see Basic Skills Programs at the City University of New York: English as a Second Language.

The English as a Standard Dialect Program is an integrated reading, writing, listening, and speaking sequence of courses taught by one instructor. ESD 003 meets for 6 hours a week with 2 in the lab. Four credits are awarded for this course. Both ESD 003 and 004 emphasize an awareness of the linguistic differences between standard and non-standard English in reading and writing.

Courses offered under a grant program called "The New Approach Method" (NAM) can be taken instead of 003 and 004 by the Special Programs student. Students in this program tutor four and five year olds in day care centers while they are taking basic skills courses. This program is currently being evaluated by a staff member at Medgar Evers and an outside consultant.

Medgar Evers has had a Computer Assisted Instruction (CAI) Program to reinforce reading skills in past years. The staff hopes to hold ENGR and SP/Reading 003 classes three times a week in the CAI room and to allow students to practice the strategies developed in the classroom. A proposal would include 8 weeks in the CAI lab for writing, while classroom instruction is used in reading. At the end of 8 weeks, reading would replace writing in the CAI lab. At present, the Medgar Evers terminals can only be utilized with certain prepared commercial materials.

Entrance and Exit Criteria

The DTLS is used for placement in the Medgar Evers reading courses. A student scoring 22 or below is placed at the ENGR or SP/Reading 003 level and a student scoring 23-26 is placed in ENGR or SP/Reading 004 course. The DTLS is used as part of the exit criteria; the passing score is 27 on Form A and 28 on Form B. Each teacher must design a final, as part of the exit criteria of each course.

Placement into ESL and ESD courses is based on the DTLS and the CUNY Writing Assessment Test (WAT). Students are further screened for ESL classes by a questionnaire distributed with the college's admissions letter as well as questions on the WAT booklet referring to language spoken at home. Students with scores of 3 and below on the WAT and scores below 16 on the DTLS are identified as ESD and placed in appropriate ESD courses.

Exit from ESL/ESD requires a score of 5 on the WAT and a score of 28 on the DTLS. Students are then eligible for English 100, College English I.

Support Services

Counseling. All Special Programs students are assigned to a counselor. Instructors meet as a group with the counselors and report student progress on assessment forms supplied by the

counselors. The majority of students, however, do not have this close counseling service. An ESL counselor who speaks French, Spanish, and English advises ESL students.

Reading Laboratory. The reading lab at Medgar Evers is supervised by the English Department Coordinator and the staff consists of two reading specialists who work 30 hours a week (one is supported by a grant) and two undergraduate tutors. Students are individually diagnosed, and tutoring is recommended for some students. Learning units with specific objectives are utilized.

Summer Program. The ESL/ESD Program offers a mini-course in the summer to help students improve their reading skills. A summer workshop, which is not mandatory, is offered to students who have not achieved CUNY minimum competency in reading.

Faculty

Five full-time instructional faculty members serve in the Division of Special Programs. Three of the faculty members are reading specialists, two are writing specialists. Four of the faculty members teach both reading and writing. Each instructor teaches five sections of approximately 20 students per section.

The ESL/ESD Program includes four full-time teachers; one teacher is given released time for teacher development.

Response to the DTLS

The general feeling of the faculty teaching reading at Medgar Evers was that the DTLS did not discriminate well enough among students. They felt that the test does not give enough information about the weaknesses and strengths of their students. The faculty was concerned that too much reliance might be placed on the results of the test, and that teachers would gear their lessons to the test rather than to the needs of their students. The staff would like to see a CUNY-developed instrument used for placement and exit criteria.

THE READING PROGRAM AT HOSTOS COMMUNITY COLLEGE

Population

Approximately 90% of Hostos' entering freshmen require remediation; however, only 75% actually register for reading courses.

Administrative Structure

The English Department has two special programs for reading and basic writing. The larger program, called the ESL Program, is designed for non-native speakers of English who may, in addition, need remediation in their first language. The second program, LIBRA, is designed for native speakers of English in need of remediation. The ESL program includes a group of sequenced reading courses which come under the direction of the Reading Program. The second or developmental reading program, includes one basic reading course designed for LIBRA students only, and two advanced specialized reading courses open to all students. The coordinators of the Reading and LIBRA Programs are each given one course released time to supervise the programs.

Course Structure and Content - The ESL Reading Courses

Since 1977, the time of the last reading survey, there have been no significant changes in the ESL reading program; one course, however, ESL 1392 (an elementary reading course) has been

reinstated. The sequence of ESL reading courses is as follows:

Course	Hours	Credits	Placement Criteria
ESL 1392	4.5	.5	below 2 grade level on CTBS plus WAT writing sample
ESL 1393	3	.5	2-3.9 grade level on CTBS plus WAT writing sample
ESL 1394	3	.5	4-5.9 grade level on CTBS plus WAT writing sample
ESL 1395	3	.5	11-12.5 grade level on CTBS (Comprehension)

The ESL reading courses range in difficulty from elementary conversation and reading in English to advanced reading in English. ESL 1392 meets three times a week for 75 minutes each class meeting, while the other ESL reading courses meet two times per week for 75 minutes each. All ESL reading courses are designated corequisites with corresponding ESL writing courses and are paired for programming. However, because of disparities in students' reading and writing skills, about 20% are placed in non-corresponding reading courses. For example, ESL 1392 is a corequisite of ESL 1314, an elementary speaking and writing English course.

The ESL reading courses emphasize oral as well as silent reading. In addition, word analysis skills are introduced in ESL 1393; in ESL 1394, vocabulary practice is continued along with principles of intonation and dictionary usage; ESL 1395, Advanced

Reading in English as a Second Language, deals with readings on a higher level as well as the study skills of surveying and previewing.

Each level in the reading sequence has a course manager whose responsibility it is to develop the course objectives, formulate final examinations (with input from all instructors who teach the course), and act as liaison with the adjunct faculty who teach at their level. The goals of the English Division are to develop both the basic reading and writing skills, as well as make the student communicate effectively in English in career, academic, and social situations.

The English Division has created a committee which is presently developing a proposal which will attempt to provide formal coordination between ESL reading and writing. The curriculum and materials will be developed jointly by members of the ESL reading and ESL writing staffs.

Course Structure and Content - Developmental Reading Program

The following sequence of reading courses is offered in the Development Reading Program:

Course	Hours	Credits	Placement Criteria
ENG 1399*	3	1	1-7 grade level on the CTBS
ENG 1396	3	1	8-10 grade level on the CTBS
ENG 1397	3	1	Above 10th grade level on CTBS but less than 12.5 in comprehension

*For Libra Students only.

English 1399, Developmental Reading, is designed to overcome deficits in the areas of comprehension, vocabulary, speed, and fact retention. Academic study skills are also an integral part of this course. Upon completion of English 1399 LIBRA students can proceed to English 1396 and/or 1397 depending upon teacher recommendation, test scores, and final exam results.

English 1396, Reading in the Social Sciences, deals with the higher level reading skills of critical analysis, organization, and test-taking techniques. English 1397, Reading in the Natural Sciences, provides students the opportunity to develop skills necessary for reading scientific material. These two courses originally designed for native speakers, are now open to ESL students as well.

The LIBRA Program, originally designed for monolingual, native speakers of English, is now composed largely of students who have been described as New Yoricans. They are of Hispanic origin and have grown up in bilingual homes, but English has been their first language. Students in the LIBRA program follow an informally coordinated program of reading, writing, speech, physical education and a content course for one term. They are also assigned to a counselor who meets with them once a week during the academic term.

Entrance and Exit Criteria

The DTLS is used for gross placement into reading courses. Both the Comprehensive Test of Basic Skills (CBTS) and the writing sample of the Writing Assessment Test (WAT) are used for placement into specific courses. While course performance, department examinations and teacher judgment constitute the criteria for the successful completion of a course, the DTLS is readministered at the end of ESL 1395, ENG 1396, ENG 1397, and ENG 1399. The departmental final varies according to the course. For ESL 1392, it may be an oral as well as written examination, while for ENG 1399, some essay type questions, fill-ins, multiple choice questions may be required.

Support Services

Counseling. Counseling is mandatory for LIBRA students, who meet with a counselor once a week. All other students are not assigned to specific counselors.

Reading Laboratory. The Reading laboratory is staffed by a full-time administrator and a part-time assistant. All students in English 1399 sections must attend the reading lab one session 1.5 hours per week. Students in the other reading courses, identified by their instructors as needing additional help in reading, are required to attend the reading lab at least once a week. The Libra students are required to attend the lab as a

group, while other students use the laboratory according to an agreed-upon time, determined by lab administrator and student. Attendance is monitored in the lab. The classroom instructor may or may not be involved with the lab work. The lab administrator prepares lessons for the students.

The Ad Hoc Committee on Reading is on record as opposing the DTLS either as the final examination for its courses, or as a requirement for graduation. However, the college administers the test once a term.

THE READING PROGRAM AT KINGSBOROUGH COMMUNITY COLLEGE

Population

Approximately 30% of the freshman class are placed in the remedial reading sequence.

Administrative Structure

The reading courses are part of the offerings of the English Department, along with the ESL program and the English Laboratory. Each of these components has a coordinator who reports to the Chairman of the Department.

Course Structure and Content

Prior to the inception of the Freshman Skills Assessment Program (FSAP) in 1978, Kingsborough Community College used its own test for placement of students into reading courses. At that time, they had a joint reading/writing course which met for 6 hours a week, and awarded 6 credits. At present, the following course sequence exists:

Course	Hours	Credit	Placement Criteria
English 03	3 (incl.1 lab)	0	0-18 on DTLS, (Form A); 0-19 (Form B)
English 04	3 (incl. 1 lab)	0	19-22 on DTLS, (Form A); 20-23 (Form B)

While the curriculum has changed to meet the perceived needs of the DTLS, current procedures are being evaluated to determine the effectiveness of the curriculum. Both courses use Miller and Streiber's Reading Faster and Understanding More; Book I is the text for English 03, Book II for English 04. A significant portion of both courses is oriented to teaching the kinds of skills needed to pass the DTLS.

In the ESL sequence,* reading instruction is combined with English 07 and English 08, the basic writing courses for ESL students. Upon completion of these courses, students who need further instruction in reading are placed in special sections of English 04 taught by a trained ESL teacher.

Entrance and Exit Criteria

The DTLS (Forms A and B) is used for placement into and exit from the reading sequence. A score of 18 (A) or 19 (B) or below is used for English 03; a score of 19-22 (A), 20-23 (B) is used for English 04. Students scoring 23-24 (A), 24-25 (B) are deferred for one term. (Approximately 200 students in the Fall 1979 entering class were deferred in this manner.) At the end of the semester they are retested and are placed in English 04 if they have not

*For a description of CUNY's ESL programs, see Basic Skills Programs at the City University of New York: English as a Second Language.

achieved a passing score of 25 (A), 26 (B), the required score for graduation from Kingsborough.

Students who pass the DTLS with one term's preparation in English 03 are exempted from English 04. During the term, other standardized measures are used to assess students' progress. As of Spring 1980, students will not be able to take English 22 (the terminal writing course) until they have achieved a score of 25 (A), 26 (B) on the DTLS.

Support Services

Counseling. Some attempt is made to recommend college courses that English 03 students should take; this is accomplished at registration where appropriate courses are selected by students in consultation with and upon the advice of registration advisors.

Formerly, a counselor was assigned to each remedial class. Currently, only College Discovery students have a counselor who receives periodic evaluations from the course teacher during the term.

Reading Laboratory. There is a mandatory 1 hour a week lab period for students enrolled in each of the two remedial reading courses. The class attends as a group and is assigned work with tutors. There are three to four tutors per class who are supervised by the Lab Director, who has developed a set of materials

for use by all classes. Individual tutoring in these and other courses is available in the lab.

Summer Program. Kingsborough Community College has a 12-week, 6-week, 12-week, 6-week semester arrangement. The sequence of courses in the reading program is offered in all sessions.

Faculty

All reading classes are taught by the faculty of the English Department. All members are assigned reading courses including the Director of the Freshman English Program and the Department Chairman.

Response to the DTLS

While some of the staff felt that a joint reading/writing approach might be a pedagogically sound way to teach skills, they believed that the practical demands of having to prepare students to pass the DTLS led to alterations in the content of the courses.

The reading courses no longer carry credit. Research is now being conducted by the Office of Institutional Research, along with the cooperation of the English Department and the College Rededication Committee, to determine if it is necessary to restructure the program.

THE READING PROGRAM AT LAGUARDIA COMMUNITY COLLEGE

Population

In Fall 1979, approximately half of the entering freshman class were placed in reading courses.

Administrative Structure

The reading courses at LaGuardia Community College are administered by the Department of Communication Skills. The Chairman of the Department is the Coordinator of the Reading Program and reports to an associate dean in charge of basic skills.

Within the college, support for the program is exemplified by the Faculty Senate's establishment of a Basic Skills Task Force, which is composed of a representative from each department, and is charged with the responsibility of monitoring the entire Basic Skills Program (reading, writing, math, oral skills, and ESL). For the purpose of integrating reading, writing, listening, and speaking techniques into the traditional college course structure, the college operates a program entitled, "Integrated Skills Reinforcement." The I.S.R. project, now in its third year, was designed to provide practical and systematic methods for faculty to integrate new teaching strategies into their instruction in order to promote increased learning in subject-

area courses. In addition, the Communication Skills faculty meet with the faculty of other departments to discuss ways of using reading skills in their course assignments.

Course Structure and Content

Since the time of the last reading survey in 1977, one course, CSE 096, Basic Reading Workshop, has been added to the sequence. The present structure is as follows:

Course	Hours	Credits	Placement Criteria
CSE 096 Basic Reading Workshop	5 (70 min. periods incl. 2 lab periods)	.5	0-12 on DTLS
CSE 097 Basic Reading I	5 (70 min. periods incl. 2 lab periods)	.5	13-16 on DTLS
CSE 098 Basic Reading II	5 (70 min. periods incl. 2 lab periods)	1	17-22 on DTLS
CSE 099 Basic Reading III	5 (70 min. periods incl. 2 lab periods)	1	23-26 on DTLS
CSE 103 Advanced Reading	3	2	27-28 on DTLS or recommendation of specific departments

As can be seen from the above chart, students scoring below 27 on the DTLS are placed into one of four basic reading courses depending on their initial score on the exam. Students requiring remediation may have to take as many as four courses, or as few as one course.

Students who score at 12 or below on the DTLS are placed in the first reading course, Basic Reading Workshop, which uses diagnostic approaches to determine students' strengths and weaknesses. Effective reading and study strategies are introduced to help students relate reading to writing, listening, and speaking. It is anticipated that students who begin with Basic Reading Workshop will go into Basic Reading I. This is a continuation course for the lowest-scoring group of students as well as the first course for those scoring between 13 and 16 on the DTLS. Emphasis here is placed on reading as a language process. Through a variety of reading materials, students learn how to study and how to increase their vocabulary. The course is taught together with basic writing and oral communications, using related and connected themes and skills.

It is anticipated that students who begin with Basic Reading I will go into Basic Reading II. This is a continuation course for students who begin in Basic Reading Workshop or Basic Reading I, as well as the first course for those scoring between 17 and 22 on the DTLS. Basic Reading II concentrates on reading, expository writing, note-taking, outlining, and summarizing. The next course, Basic Reading III, is the final course in the sequence, or the first course for students who score between 23 and 26 on the DTLS. In this course, there is a concentration on the reading of lengthy expository materials for the purpose of perfecting summary-writing skills.

The advanced reading course, CSE 103, is offered to students who have passed the DTLS with scores of 27-28. There is a concentration on advanced development of such skills as vocabulary improvement, previewing, note-taking, summarizing, and critical analysis.

There is also a special test-taking workshop for those students who have satisfied the course requirements of Basic Reading III (the last required course) but who need additional preparation to pass the DTLS.

It is expected that students who enter at the Basic Workshop level will require three quarters* to satisfy College and CUNY requirements. No students, however, are locked into this structure. Exemptions are given where students' abilities are verified by an additional test and teacher judgment.

There has been an attempt to maintain close ties between the core courses of reading, writing, and oral communication. An integrated language curriculum has been developed for certain ESL students who will take ESL together with a reading and writing course. Themes of love, prejudice, family, and work serve as a

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*LaGuardia Community College operates year-round on a four-quarter calendar system (13 weeks per quarter).

common core for the classes with all of the instructors developing lessons from the same book. Furthermore, teachers with released time are developing a thematic-based combined reading/writing program for older evening students. An attempt is also being made to design a peer-tutoring course in reading.

The Department believes that reading and writing skills should be taught in conjunction with each other. In the reading courses emphasis is placed on comprehension of expository materials. Furthermore, the Department de-emphasizes the traditional decoding techniques and discourages teacher adherence to a so-called "skills hierarchy." Some members of the staff are using miscue analysis techniques and cloze procedures. Thematic units are being developed and learning of content is being emphasized together with acquisition of reading skills.

The Department tries to maintain the following class sizes: Basic Reading I, 18; Basic Reading II, 18; Basic Reading III, 25.

Entrance and Exit Criteria

The DTLS determines placement into a reading course at LaGuardia Community College; a student can, however, complete the sequence without being retested on the DTLS. Since it is the Department's responsibility to determine a student's readiness for the DTLS retest, it gives the Gates Reading Test (revised edition) at the end of Basic Reading III to screen for readiness

for the DTLS. A student who does not pass the Gates, but satisfactorily completes all other requirements of the reading program, is given an Incomplete grade with the provision that he spend the next quarter preparing for retesting through laboratory assignments, individual preparation, or another course. He is then re-screened and a recommendation made. If he passes the Gates, he receives his course grade and then takes the DTLS. The Department has developed a comprehension test as a departmental final for Basic Reading III, which consists of the writing of a summary graded by the class instructor.

Support Services

Counseling. The counseling staff has weekly 1-hour sessions with students who score the lowest on the DTLS. Although the Counseling Department is separate from the Communication Skills Department, the Chairman notes that there is a close relationship between the two.

Reading Laboratory. The reading laboratory is an integral part of the program. All students enrolled in the basic courses must attend twice a week. It is supervised by a reading specialist on a laboratory technician line. Course instructors are required to leave assignments for the lab staff to supervise. There are two tutors per class on duty in the lab each hour. In addition, special time is provided for students to complete work and receive extra individual assistance.

Faculty

LaGuardia Community College operates on a quarter system developed for its cooperative internship program. All faculty members are required to be available for three of the four quarters. The staff of the Communication Skills Department teach during the fall, winter and spring quarters with adjuncts primarily covering the summer session. The Department services more than half of the entering freshman class with eight full-time people (two of whom are tenured assistant professors), and relies heavily upon adjuncts (from eighteen to twenty, two of whom are hired for the fall quarter). The Department Chairman prefers that the staff members have either a Ph.D. or be working toward it. Student evaluations are conducted for a minimum of two of the quarters.

Response to the DTLS

The quarter system of organization requires twice the number of testing sessions required at other colleges, and the turn-around time for getting test results is a problem for the College. In addition, the Department Chairman would like to see study skills tested upon entrance. Two possible additions to the DTLS are the use of a cloze-type exam, or an exam which requires students to read an article and respond in writing to a series of questions.

THE READING PROGRAM AT NEW YORK CITY TECHNICAL COLLEGE

Population

In Fall 1979, approximately 30% of the entering freshman class were placed in developmental reading courses.

Administrative Structure

New York City Technical College is comprised of four career/academic divisions: Allied Health, Liberal Arts, Commerce, and Technology. The Developmental Reading Unit is housed in the Department of Developmental Skills, a part of the Liberal Arts Division. Developmental Skills is an academic department with an elected chairperson; each of the three units of the department, Developmental English (ESL), Developmental Reading, and Developmental Mathematics, is supervised by a coordinator. Reading instruction is conducted in the reading classes and laboratory of the Developmental Reading Unit.

Course Structure and Content

Since the last reading report in 1976, a third level of instruction, Professional Learning Skills (DS013), a course available only to nursing and dental hygiene students, has been added to the reading program. ESL Reading and Writing classes are

now being offered in the Developmental English Unit of the Department of Developmental Skills.*

The course sequence is as follows:

Course	Hours	Credits	Placement Criteria
DR011	3	0	0-18 on DTLS for students of all programs
DR012	3	0	19-22 on DTLS for Allied Health students 19-23 on DTLS for Technology/ Commerce students 19-26 on DTLS for Liberal Arts students
DR013	3	0	23-28 on DTLS for Allied Health students

Three sections of DR012 for Liberal Arts students are grouped homogeneously and coordinated with writing courses. A Special Service grant funds a fourth hour of reading and a fourth hour of writing instruction in these classes.

In the "Developmental Reading Overview" which is regularly updated and distributed to faculty, DR course content is summarized as follows:

> In Level I [DR011] the emphasis is on literal comprehension, vocabulary development, sentence meaning and paragraph analysis of pre-college selections. Level II [DR012 and DR013] focuses on literal comprehension of college level materials, providing intensive practice in the application of study techniques to long articles and text book selections and introducing students to interpretive and critical analysis skills.

*For a description of CUNY's ESL programs, see Basic Skills Programs at the City University of New York: English as a Second Language.

The "Developmental Reading Overview" states that "goals on a given level are the same, but instructional approaches vary." All approaches introduce students to the kinds of reading they will encounter in regular college classes; from the outset, all require that students integrate skills in their analyses of lengthy reading selections.

One approach is the thematically unified course, which is composed of readings from various academic disciplines. The instructor designs skills lessons to accompany reading selections, which explore a single idea or topic from many perspectives. The thematic reading course is presented to DR011 and DR012 students from all college divisions. Another approach is the interdisciplinary course which serves as orientation to college/career programs. A skills text is selected and is heavily supplemented with college readings adapted for DR011 students and regular college readings for DR012. Students practice reading strategies which are applicable to courses in all college divisions. The subject-area approach is implemented in the DR013 section for Allied Health students and in the DR012 section for Technology students. Instructors from the Department of Writing and Speech collaborate with developmental reading instructors to teach Liberal Arts students in coordinated reading (DR012) and Writing (WS100)sections. The reading and writing instructors work together to identify skills which can be reinforced by coordinated instruction.

Entrance and Exit Criteria

The DTLS Reading Comprehension Test (Form A) is used for placement into developmental reading courses. With the exception of majors in Liberal Arts, Nursing and Dental Hygiene, students who score between 24 and 26 are not placed into developmental reading, but they must retake the DTLS by the time they complete 24 credits. Those who do not meet the CUNY cut-off for minimal competency in reading at this point are placed in a program of reading skills development. The DTLS is not used as exit criteria from developmental reading courses. Departmental criterion-referenced final examinations are used for exit criteria in DR011 and DR012. In DR013 a grade equivalent score of 12.0 on the Nelson-Denny Reading Test as well as satisfactory performance on the course final examination is required.

Support Services

Reading Laboratory. The Reading Laboratory supplements classroom instruction. Funding from special services and College Discovery makes the service available to approximately 10% of the Developmental Reading population. Records on student attendance and progress are regularly submitted to the appropriate funding agencies. Students work is prescribed by Developmental Reading instructors or by the tutor in consultation with the lab coordinator. Student progress is monitored in tutor-instructor or tutor-coordinator conferences. Tutors visit DR classes early in the

semester to discuss procedure for registration. Students register for the lab, which is open 4 days a week and evenings, on a voluntary basis.

A faculty member coordinates the Reading Laboratory which is staffed by a college lab technician, college assistants who hold M.A. degrees and have had experience in teaching reading, and student teachers who are completing graduate programs. Currently, two faculty members are developing and implementing laboratory-related projects through articulation with faculty in the Commerce and Technology Divisions of the college.

Summer Program. Seven sections of Developmental Reading were offered in Summer 1980.

Learning Centers Despite the comprehensive offering of remedial programs, extensive support is needed to assist students enrolled in occupational programs to meet the stringent demands of career programs in the Divisions of Allied Health, Commerce, and Engineering Technology.

The Learning Center for each Division provides materials developed or modified by faculty, as well as career-skills practice equipment, suitable for the student population it serves.

The Centers offer the following types of services: tutoring, career skills practice (i.e., laboratory setups, typewriter stations,

computer terminals, etc.), reference libraries, models and specimens, and self instructional multi-media modules. While the Centers are specialized in the services and equipment they provide, students may use the facilities of any Center.

In addition to specific departmental materials, each Center has materials to improve basic study and computational skills. With application to career curricula, centers also hold seminars on topics of general interest, such as job interview techniques and resume writing.

Faculty

There are currently twelve full-time members of the staff. The department administrators expressed the need for full-time lines. More than half of the reading classes are taught by adjunct faculty. An in-service program is offered at New York City Technical College. The department maintains a resource room for shared materials, and experienced teachers hold college-wide workshops for students, which are also open to college assistants, adjuncts, and tutors. A summmary of selected comments on observations is distributed to the faculty along with a statement of objectives used in observation.

Response to DTLS

Curriculum has not been altered at New York City Technical College as a result of the DTLS. However, on June 10, 1980, the Faculty Council approved a resolution to make CUNY minimum competency criteria 27 on Form A and 28 on Form B of the DTLS in reading, and 8 on the Writing Assessment Test graduation requirements. Proposals to extend the hours and modify the course content of the existing DR012 course and to create a new course (DR014) have been submitted to the administration. Both courses include standardized test-taking skills, and both courses have among their overall objectives the achievement of CUNY minimum competency.

THE READING PROGRAM AT QUEENSBOROUGH COMMUNITY COLLEGE

Population

Approximately 60 to 65% of the freshman class at Queensborough Community College are placed in reading classes.

Administrative Structure

The Department of Basic Educational Skills, which is responsible for reading improvement instruction, has a chairperson who is a remedial reading specialist and a deputy chairperson who is a remedial writing specialist.

The ESL program is also supervised by the Department of Basic Educational Skills, with a reading coordinator in ESL informally appointed by the Chairperson. Separate sections are offered in ESL reading and writing.

Course Structure and Content

Since the time of the last reading survey in 1976, no changes have been made in the reading sequence. The course sequence is as follows:

Course	Hours	Credits	Placement Criteria
BE 121 Development of Reading Skills	3	0	0-5.2 percentile on reading section of Cooperative English Expression (COOP) Test
BE122 College Reading and Study Skills	3	0	5.21-10.4 on COOP (pre Eng 101) 10.5-18.5 on COOP (co Eng 101)
BE 123 Advanced Reading and Study Skills in Content Areas	3	0	18.6-32.8 on COOP

In addition to the required courses, the Department of Basic Educational Skills also offers a rapid reading elective course. In the fall of 1980, ESL students were placed in BE 125 and BE 126 -- courses that parallel BE 121 and BE 122.*

Each required reading course meets for 3 classroom hours and carries no credit. Students are required to spend 1 additional hour in a reading lab, where tutors are supervised by the teaching staff. In the lab, attendance is taken, materials are recommended by the classroom teachers, and records are kept of work completed.

The structure of the developmental program is based on a hierarchy of skills, with some skills being repeated on a more difficult level of materials in the advanced courses.

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* For a description of CUNY's ESL programs, see Basic Skills Programs at the City University of New York: English as a Second Language.

BE 122 and BE 123 include more emphasis on study skills as well as vocabulary development, comprehension techniques, and reference skills. Specific application of skills to the sciences and social sciences occurs mainly in BE 123.

A traditional reading skills approach guides the selection of materials and curriculum at Queensborough. Combined courses were experimented with, but are no longer being offered.

Entrance and Exit Criteria

The DTLS is not used for placement; it is considered too narrow in scope to provide the varied levels of placement preferred at Queensborough. Faculty assert that their entrance criteria ~~is~~ are more appropriate for class placement; while 25% of the Fall 1979 entering class scored below the CUNY cutoff of 27 on the DTLS, 60% of the entering class were placed in a reading course on the basis of the Queensborough Test, which is the reading section of the Cooperative English Expression (COOP) Test. This is followed by an in-class administration of the California Reading Test to verify the placement. The largest number of students is placed into BE 122, the middle level of the sequence. Those students who score between 5.21-10.4 on the COOP must take BE 122 before English 101--the first writing course in the credit bearing sequence. Others who score between 10.5 and 18.5 are allowed to take BE 122 as a corequisite of English 101.

Teachers choose their own tests for exit criteria, and no departmental examination is administered. Members of the staff are currently engaged in developing a criterion-referenced test which may be used for diagnosis and exit criteria from courses.

Although the WU (unofficial withdrawal) grade is given, no specific number of absences is designated for the grade; the number of hours the class meets per week is the general guideline.

Support Services

Counseling. Counseling services were reduced during fiscal cutbacks; previously, one counselor was assigned to the department; at present none is assigned. The College Discovery Counseling Department sends mid-year evaluations to all faculty.

Reading Laboratory. Students get tutoring help in note-taking, vocabulary, and reading comprehension in the lab. ESL students frequently utilize the tutoring services, and audio-visual techniques help them improve their language skills.

Summer Program. A number of sections of reading courses are offered in the summer.

Faculty

Thirteen full-time teachers (all tenured), augmented by adjunct faculty (nine in the Spring 1979 term, more in the fall) make up the reading instruction component of Basic Educational Skills. Eight of the faculty members serve at the assistant professorial level, three at the associate level and two at the full professorial level. Teachers are only observed when they do not have tenure or are up for promotion. Two of the assistant professors have Ph.D.'s; all the associate and full professors have doctorates.

Response to the DTLS

The Queensborough Basic Skills faculty does not use the FSAP reading test for entrance or exit criteria for their courses. The Department's choice of cutoff score on the COOP for placement into reading courses is significantly higher than the University's cut-off point on the DTLS. The department is not aware of the number of students or the specific students who have failed to meet the University requirement.

APPENDICES

A. Descriptive tests of Language Skills (DTLS) of the College Board: Reading Comprehension Sub-test

B. Instructional Resource Center Questionnaire

C. Reading Program Chart: Senior Colleges

D. Reading Program Chart: Community Colleges

E. Resource Persons

APPENDIX A

Descriptive Test of Language Skills (DTLS)

The Reading Comprehension subtest of the DTLS consists of 45 multiple-choice questions, based on a series of short passages that students read. The test is intended to indicate how well students understand what they read. It covers three aspects of reading comprehension: understanding main ideas, understanding direct statements, and drawing inferences. Test time is thirty minutes.

How The Test Is Scored

The DTLS Reading Comprehension subtest is currently available in two equivalent forms, Form A and Form B. The maximum score on each form is 45. The minimum score a student must achieve in order to satisfy the University's criterion for minimum competence is 27 correct out of 45 on Form A and 28 correct out of 45 on Form B. A third equivalent form of the test, Form C, will be introduced in Spring 1981.

Sample Questions

During the 50's, each TV season offered 39 weeks of new shows and 13 weeks of repeats. Slowly, the ratio has reversed. The ultimate goal may be a one-week season, 50 weeks of repeats, and one week off for good behavior.

Understanding Main Ideas

1. The main point the writer is making is that

(A) television shows are being repeated more often than ever
(B) shows must be repeated to allow time to prepare new shows
(C) repeated shows are used to gain good ideas for new shows
(D) repeating shows cuts down costs

Understanding Direct Statements

2. When did the change that the passage describes take place?

(A) During the past year
(B) Only very recently
(C) Over a period of time
(D) Several years ago

Drawing Inferences

3. What does the writer most probably think of the situation in television that he or she is telling us about?

(A) It is better than it was before
(B) It cannot be helped
(C) It may soon improve
(D) It is becoming ridiculous

Answers: 1 = A; 2 = C; 3 = D.

APPENDIX B

Instructional Resource Center
Office of Academic Affairs
535 East 80th Street
New York, New York 10021

The collecting of information for the descriptive report of your reading program will be greatly expedited if as much of the following data as possible are available when we visit your campus:

Population

1. The following information about students who take courses in the reading program:

   a. Their percentage of the total freshman class.

   b. Their distribution of high school averages.

   c. Their distribution of final grades for courses in the program.

Courses

2. Titles, course numbers, hours, credits, and durations of courses.

3. Copies of course syllabi.

4. Copies of tests other than the FSAP that are used for placement and/or exit criteria.

5. A list of books used in courses.

6. Some samples of locally-developed instructional materials.

Faculty

7. Numbers of sections of courses and class sizes.*

8. Teaching loads and contact hours.

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* May be computer print-out.

9. The following descriptive information about the faculty: number of full- and part-time faculty, ranks, degrees, training, years of teaching experience, and contributions to the field through publication or curriculum development, number of years in the program.

10. Copies of studies which have been done to evaluate the program.

During our visit we would also like information about the following:

Population

11. What are the socio-economic characteristics of your students?

Program

12. What is the administrative structure of your department or program? Was it ever different from the present?

13. What are the relationships among the reading program and other programs in your school?

14. To what extent is the administration committed to the reading program?

15. What philosophy or instructional model has guided the development of the program?

16. What characteristics of the program make it distinctive or may be of special interest to faculties of other reading programs? (innovative programs, summer programs, etc.).

Courses

17. Other than the FSAP, what criteria are used for placing students into courses?

18. What criteria are used to pass students from one course to another course in the program or to determine if they have satisfied the reading requirement?

19. Is attendance mandatory?

20. Which of the following modes of instruction are used to teach courses: lecture, demonstration, discussion, supervised practice, student interaction, audio-visual aids, reading laboratory, programmed instruction, modules, conferences, or team teaching?

21. What supportive services are offered by the college?

22. What are (or were) the recruitment and training policies for developing your faculty?

FSAP

23. To what extent has the FSAP in Reading affected the course offerings, number of students in the program, evaluative procedures for students, and research?

APPENDIX C
READING PROGRAM CHART+
Senior Colleges

COLLEGE	COURSE TITLE	DEPARTMENT	CREDITS	HOURS	PLACEMENT	EXIT CRITERIA FROM SEQUENCE
Baruch	CED 0017	Compensatory Programs	0	3	0-25 on DTLS	
	CED 0018		0	3	Completion of CED 0017	Teacher judgment
	CED 0009		0	3	0-26 on DTLS 0-27 on DTLS (Form B) plus completion of CED 0018	Teacher judgment
	CED 0008 (ESL)*	Compensatory Programs	0	4	0-26 on DTLS plus below 6 on WAT, or 0-23 on DTLS and 6-8 on WAT	
	CED 0085 (ESL)		0	4	Pass CED 0008	Teacher judgment
	*Students are designated ESL by writing samples, and placement in ESL reading courses is made using scores on DTLS and WAT.					
Brooklyn	DES 1.3 (SEEK)	Educational Services	1	6	0-32 on DTLS	
	DES 1.4 (SEEK)		1*	6	Completion of DES 1.3	30 on DTLS (Form B) plus Departmental final
	DES 0.2 (ESL)	Educational Services	0	5	1-15 on DTLS	
	DES 0.2		0	5	16-20 on DTLS	
	DES 1.3		1	6	21-32 on DTLS	
	DES 1.4		1*	6	Completion of DES 1.3	30 on DTLS (Form B) plus Departmental final
	*2 credits given on completion of sequence.					

COLLEGE	COURSE TITLE	DEPARTMENT	CREDITS	HOURS	PLACEMENT	EXIT CRITERIA FROM SEQUENCE
Brooklyn (cont.)	Reading 1	Educational Services	0	3	0-26 on DTLS	
	Reading 2		0	3	27-32 on DTLS	30 on DTLS (Form B) plus Departmental final
City	College Skills 1.0	Special Programs	1	4	0-26 on DTLS	
	College Skills 1.8 (SEEK)		1	4	0-26 on DTLS	
	College Skills 2.0		2	4	27-32 on DTLS plus high sch. average below 85 or 33-34 on DTLS plus high sch. average below 79.9	Teacher judgment
Staten Island	Reading 002	English	2	4	0-21 on DTLS	
	Reading 004		2	4	22-26 on DTLS or 0-21 but do not require decoding	Teacher judgment
	ESL 009	English	2	4	Sample of WAT plus interview	
	ESL 0010		2	4	Completion of ESL 009	Teacher judgment
Hunter	ENGL 001	English	3	3**	0-23 on DTLS 0-24 on DTLS (Form B)	
	ENGL 002		3	3**	24-28 on DTLS 25-30 on DTLS (Form B)	31 or better on DTLS (Form B)

**Incl. 1 hr. lab

+DTLS SCORE REFERS TO FORM A UNLESS DESIGNATED (FORM B).

COLLEGE	COURSE TITLE	DEPARTMENT	CREDITS	HOURS	PLACEMENT	EXIT CRITERIA FROM SEQUENCE
Hunter (cont.)	ACSK 050*	Academic Skills	3	3	0-16 on DTLS	
	ACSK 051*		3	3	17-23 on DTLS 17-24 on DTLS (Form B)	
	ACSK 052*		3	3	24-28 on DTLS 25-30 on DTLS (Form B)	31 or better on DTLS (Form B)
	*SEEK courses parallel Eng. Dept. reading courses					
John Jay	Communication Skills 101	Counseling and Student Life	1	3*	9.2 grade level or lower on Nelson-Denny	
	Techniques of College Learning 110		3	3	9.3-12.5 grade level on Nelson-Denny	12.5 grade level on Nelson-Denny
	Communication Skills 101	SEEK	1	3**	9.5 grade level or below on Nelson-Denny	
	Communication Skills 102		1	3**	9.6-10.8 grade level on Nelson-Denny	
	Communication Skills 103		1	3**	11.0-12.5 grade level on Nelson-Denny	12.5 grade level on Nelson Denny
				*plus 10 lab hrs. per semester. **1.5 hrs. seminar, 1.5 hrs lab.		
Lehman	ACS 008	Academic Skills	0	3	0-17 on DTLS	
	ACS 010		2	3	18-23 on DTLS	
	ACS 011		2	3	24-26 on DTLS	28 on DTLS (Form B)

COLLEGE	COURSE TITLE	DEPARTMENT	CREDITS	HOURS	PLACEMENT	EXIT CRITERIA FROM SEQUENCE
Queens	SPST 95	Basic Skills Program, Social Sciences Division	2	3	0-30 on DTLS	28 and above on DTLS
	ENG 01R*		5	5	15-27 on DTLS and 5-8 on WAT	
	R01	SEEK Program, Social Sciences Division	1	3**	0-19 on DTLS	
	R1		1	3**	20-26 on DTLS	
	R2		1	3**	27-29 on DTLS	Teacher judgment
	CESL R22	School of Continuing Education	1	4	0-29 on DTLS (matriculated students)	
	CESL R31, R32 or R33		2	4	Below C- in CESL R22	Teacher judgment
	*Combined reading/writing course elective.			**Incl. 1 hr. lab.		
York	Development of Reading 100	Academic Development	1	4	0-26 on DTLS	
	Development of Reading 101		1	4	27-33 on DTLS	Teacher judgment
	ESL Reading 100	Academic Development	1	4	WAT writing sample and Departmental exam of Foreign Language Dept.	
	ESL Reading 101		1	4	Pass ESL 100	Teacher judgment

APPENDIX D
READING PROGRAM CHART
Community Colleges

COLLEGE	COURSE TITLE	DEPARTMENT	CREDITS	HOURS	PLACEMENT	EXIT CRITERIA FROM SEQUENCE
Borough of Manhattan	Reading 061	Developmental Skills	0	6*	0-16 on DTLS	
	Reading 062		0	6*	17-22 on DTLS	
	Reading 073		3	6*	23-26 on DTLS	28 on DTLS (Form B)
				*Incl. 3 hrs. lab.		
Bronx	RDL 01	Special Educational Services	0	5	0-21 on DTLS	
	RDL 02		0	5	22-31 on DTLS	
	RDL 11		2	2	Elective	Departmental final
Hostos	ESL 1392	English	.5	4.5	below 2 grade level on CTBS* plus WAT writing sample	
	ESL 1393		.5	3	2-3.9 grade level on CTBS plus WAT writing sample	
	ESL 1394		.5	3	4-5.9 grade level on CTBS plus WAT writing sample	
	ESL 1395		.5	3	6-8 grade level on CTBS plus WAT writing sample	Departmental final and Teacher judgment
	ENG 1399 (LIBRA)	English	1	3	Below 8 on WAT and below 10 on CTBS	
	ENG 1396		1	3	10-10.9 grade level on CTBS	
	ENG 1397		1	3	11-12.5 grade level on CTBS (Comprehension)	Departmental final and Teacher judgment
					*Comprehensive Test of Basic Skills	

COLLEGE	COURSE TITLE	DEPARTMENT	CREDITS	HOURS	PLACEMENT	EXIT CRITERIA FROM SEQUENCE
Kings-borough	English 03	English	0	3*	0-18 on DTLS 0-19 on DTLS (Form B)	
	English 04		0	3*	19-22 on DTLS 20-23 on DTLS (Form B)	26 or above on DTLS (Form B)
				*Incl. 1 hr. lab.		
LaGuardia	CSE 096	Communication Skills	.5	5*	0-12 on DTLS	
	CSE 097		.5	5*	13-16 on DTLS	
	CSE 098		1	5*	17-22 on DTLS	
	CSE 099		1	5*	23-26 on DTLS	Departmental final
	CSE 103		2	3	27-28 on DTLS (or by recommendation of depts.)	
				*70-minute periods, incl. 2 in lab.		
Medgar Evers	ENGR 003	English	0	3*	0-22 on DTLS	
	ENGR 004		2	3*	23-26 on DTLS	
	ENG 014+		2	3*	0-26 on DTLS	28 and above on DTLS (Form B)
	ENG 010++		0	3*	0-26 on DTLS	
	SP/Reading 003	Special Programs	0	3*	0-22 on DTLS	
	SP/Reading 004		2	3*	23-26 on DTLS	
				*Plus 1.5 hrs. lab.		

+For paraprofessionals
++For transfer students

COLLEGE	COURSE TITLE	DEPARTMENT	CREDITS	HOURS	PLACEMENT	EXIT CRITERIA FROM SEQUENCE
Medgar Evers (cont.)	ESL 003	Teacher Education	0	6**	2-3 on WAT 0-15 on DTLS	
	ESL 004		4	6**	16-27 on DTLS	5 or above on WAT 28 or above on DTLS (Form B)
				**Incl. 2 hrs. lab.		
	ESD 003	Teacher Education	0	6**	2-3 on WAT	
	ESD 004		4	6**	0-15 on DTLS	5 or above on WAT 28 or above on DTLS (Form B)
				**Incl. 2 hrs. lab.		
New York City Tech.	DRO11	Developmental Skills	0	3	0-18 on DTLS	
	DRO12		0	3	19-22 on DTLS (Allied Health) 19-23 on DTLS (Technology, Commerce) 19-26 on DTLS (Liberal Arts)	Departmental final
	DRO13*		0	3	23-28 on DTLS	12.0 Grade Equivalent Nelson-Denny
	*For Allied Health Students					
Queens-borough	BE 121	Basic Educational Skills	0	3	0-5.2 percentile Cooperative English Expression (COOP)	
	BE 122		0	3	5.21-18.5 percentile Cooperative English Expression (COOP)	
	BE 123		0	3	18.6-32.8 percentile Cooperative English Expression (COOP)	Teacher judgment

APPENDIX E

RESOURCE PERSONS

COLLEGE	DEPARTMENT	CHAIR	READING COORDINATOR
	SENIOR COLLEGES		
BARUCH	Compensatory Programs	Audrey Williams	Ellen Block
BROOKLYN	Educational Services	Marie Buncombe	Dympna Bowles
CITY	Special Programs	George McDonald	Latifah Chinnery
HUNTER	English	Phyllis Moe	Harriet Johnson
	Academic Skills	Tilden LeMelle	Estelle Lerner
JOHN JAY	Counseling & Student Life	James Malone	Louis Guinta
	SEEK	Norma Brady	Lorell Burton
LEHMAN	Academic Skills	Eleanor Pontes	Phyllis Cash
QUEENS	Division of Social Sciences	Henry Morton	Betsy Kaufman
	Special Programs	Randolph Tobias	Anne Carter
	School of General Studies	Ernest Schwarcz	Elaine Newman
STATEN ISLAND	English	Joan Hartman	Rose Ortiz
YORK	Academic Development	Venis Marsh	Evelyn Smith
	COMMUNITY COLLEGES		
BMCC	Developmental Skills	James Schiavone	Edward Bostick
BRONX	Special Educational Services	Harriet Shenkman	Alexander Simon
MEDGAR EVERS	Humanities Division	Jamesetta Holliman	Clara Alexander
	Special Programs Division	Dorothy Hopkins	Iona Anderson
	Teacher Education Division	Luberta Mays	Iona Anderson
HOSTOS	English	Diana Diaz	Vermell Blanding
KINGSBOROUGH	English	Howard Nimchinsky	Dominick Caruso
LAGUARDIA	Communication Skills	Ira Epstein	Ira Epstein
NYC TECHNICAL	Developmental Skills	Robert Cermale	Beth Pacheco
QUEENSBOROUGH	Basic Educational Skills	Paul Panes	Paul Panes

ABOUT THE AUTHORS

Lila Soll has taught reading in the SEEK and Open Admissions programs at Baruch College since 1967 and was the first coordinator of the college's SEEK reading program. She has published articles on reading in The Journal of Reading, Learning Resources, and in Educational Resources Information Center (ERIC).

Cecelia McCall is a former coordinator of the reading program at Baruch College and is a co-author of A Guide for Teachers of College Reading published by the Office of Academic Development, The City University of New York (1970).